

EXHIBIT “C”

IN THE UNITED STATES DISTRICT COURT
COURT FOR THE SOUTHERN
DISTRICT OF TEXAS HOUSTON DIVISION

VIRGINIA ELIZONDO,
Plaintiff,

V.

Civil Action No. 4:21-CV-01997

SPRING BRANCH
INDEPENDENT SCHOOL
DISTRICT, ET AL.,
Defendants.

ORAL DEPOSITION OF
CHRISTINE PORTER
DECEMBER 28, 2021

ORAL DEPOSITION of CHRISTINE PORTER, produced as a witness at the instance of the Defendants, and duly sworn, was taken in the above-styled and numbered cause on December 28, 2021, from 9:34 a.m. to 11:45 a.m., before Mendy A. Schneider, CSR, RPR, in and for the State of Texas, recorded by machine shorthand, at the offices of Spring Branch ISD Athletic Center, 1050 Dairy Ashford, Houston, Texas, pursuant to the Texas Rules of Civil Procedure and the provisions stated on the record or attached hereto; that the deposition shall be read and signed before any notary public.

A P P E A R A N C E S

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ALSO PRESENT:

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1 CHRISTINE PORTER,
2 having been first duly sworn, testified as follows:

3 E X A M I N A T I O N

4 BY MR. ABRAMS:

5 Q. Good morning.

6 A. Good morning.

7 Q. Would you please state your name?

8 A. Christine Porter.

9 Q. Ms. Porter, my name is Barry Abrams. I'm a
10 lawyer representing Virginia Elizondo in a lawsuit
11 against the Spring Branch Independent School District
12 and its board members in their official capacities.

13 Do you understand that?

14 A. Yes.

15 Q. What do you do for a living?

16 A. I am the chief financial officer for Spring
17 Branch ISD currently. I've actually been in school
18 finance in a few different school districts for the
19 past 30 years.

20 Q. And at Spring Branch, what does that entail?

21 A. It entails primarily handling all financial
22 aspects of the district, the collection, the expending
23 of all dollars.

24 And in that role, I oversee finance, tax
25 office, purchasing, child nutrition, and federal

1 funds. I also have the role of being the election
2 official for the district.

3 Q. Do you understand that we're here today for
4 you to provide sworn testimony that can be used in the
5 lawsuit?

6 The number is 4:21-CV-01997. It's
7 titled Virginia Elizondo versus Spring Branch
8 Independent School District and it's pending in the
9 United States District Court for the Southern District
10 of Texas Houston Division.

11 Do you understand that's why we're here?

12 A. Yes, I do.

13 Q. If I refer to that proceeding as "the
14 lawsuit," will you know what I'm talking about?

15 A. Yes.

16 Q. What's your understanding about the basis for
17 the lawsuit?

18 A. My understanding is that there is a feeling
19 by Virginia but I believe representing a group of
20 people who feel underrepresented specifically on the
21 board of trustees and within the dealings of the
22 school district.

23 Q. Do you understand that the lawsuit is being
24 brought under what's called the Federal Voting Rights
25 Act?

1 A. Yes.

2 Q. Do you understand that the lawsuit contests
3 whether the district's system of electing its trustees
4 at large improperly dilutes the voting strength of
5 certain minorities in the district?

6 A. That the lawsuit --

7 Q. That claims that.

8 A. Yes. Uh-huh.

9 Q. Let me hand you what's been marked as Exhibit
10 No. 1. This is a copy of the deposition notice that
11 was originally issued for this to take place on
12 December the 20th. We, by agreement with the
13 district's lawyer, reset it for today.

14 (Marked Porter Exhibit No. 1.)

15 Q. (BY MR. ABRAMS) Have you ever seen the
16 notice?

17 A. Yes.

18 Q. Do you understand that you're appearing today
19 as one of the representatives for the district that's
20 been designated to testify on the district's behalf
21 with regard to certain topics that are listed in the
22 notice?

23 A. Yes, I do.

24 Q. Who made the decision that you would appear
25 as a representative for the district?

1 A. I think -- I believe through conversations
2 with the superintendent, our general counsel felt that
3 I would be the one that could best answer certain of
4 these questions.

5 Q. And who authorized you to appear today in the
6 capacity as a representative for the district?

7 A. The superintendent.

8 Q. Who decided what topics you would be
9 designated to testify about on behalf of the district?

10 A. That was through discussion with our general
11 counsel.

12 Q. What preparation have you made to appear
13 today as the corporate representative on the
14 district's behalf with respect to certain of the
15 topics that are listed in the notice?

16 A. I read through the various topics and tried
17 to ensure that I understood what they meant, what was
18 being asked for, and then if I had certain documents
19 that I could review to make sure that -- or background
20 knowledge just to make sure I could have those facts
21 ready to talk about today.

22 Q. Have you brought any documents with you here
23 today to assist you in testifying?

24 A. No, I did not bring any documents.

25 Q. Who did you speak with to prepare for your

1 deposition?

2 A. Our general counsel.

3 Q. And beyond what you've described, have you
4 done anything else to prepare?

5 A. No.

6 Q. What documents did you review in preparation
7 for your deposition?

8 A. I reviewed legal -- our Spring Branch ISD's
9 legal policy. I reviewed the election results for the
10 last 10 years. I reviewed information concerning
11 early election sites as well as number of voters and
12 things that happen at them.

13 I reviewed the presentation that was
14 provided -- that was given by Thompson Horton back in
15 2020. I didn't actually attend it, but I did review
16 the presentation as it's a public document.

17 I also just made sure I was
18 understanding what's happening with our current
19 election calendar to ensure that people were aware for
20 of the critical dates tied to this current year.

21 I also looked at financial information
22 because one of the topics is covering -- is asking
23 about some per student costs. So I reviewed that.

24 Q. You mentioned a 2020 presentation by
25 Thompson & Horton.

1 Just for our record, Thompson & Horton
2 is a law firm that has, for a number of years,
3 represented the district, correct?

4 A. Correct.

5 Q. And in 2020, they made a presentation to the
6 board about what that's relevant here?

7 A. They talked about the different types of
8 electoral systems that are legal in the state of Texas
9 for school districts and how if -- if the board of
10 trustees were considering making any changes, what
11 they would need to do in order to make those changes.

12 Q. You also mentioned that you refreshed your
13 recollection about the critical dates for the 2022
14 board elections.

15 What are the critical dates for the 2022
16 board elections as you've defined the term "critical
17 dates"?

18 A. Well, December 20 of 2021 was critical
19 because I had to post on our Web site information
20 about the upcoming election.

21 January 3 is when our office reopens and
22 people can pick up applications for -- to apply -- to
23 complete in order to run for the election.

24 They can start turning in those
25 applications on January 19 and they have until

1 5:00 p.m. on February 18 in order to turn in those.

2 Within that next week -- I don't have
3 the exact date for that off the top of my head --
4 they'll do the drawing for the order for the ballot
5 and as well as we have to get information -- we have
6 to tell the State that we are hosting an election.

7 So within about a week of that, we have
8 to let the State know that we're hosting the election.

9 Early elections start the last full week
10 in April with our election date being on April 7 --
11 excuse me -- May 7. Sorry.

12 **Q. Thank you.**

13 **Who have you met with, other than**
14 **lawyers for the district, to prepare?**

15 A. I have -- I talked with the previous CFO just
16 to make sure I knew where files were like for the
17 previous election results.

18 **Q. Who was that person?**

19 A. That person is Karen Wilson.

20 I also talked -- we have a technology --
21 a person in technology who helps run the actual
22 equipment and so making sure, you know, my
23 understanding of what equipment is needed and that
24 type of thing, mainly in preparation for this next
25 election and then in response to some changes we're

1 going to make specifically on early election sites.

2 **Q. What changes are anticipated on early**
3 **election sites?**

4 A. We're adding an additional site up in the
5 northwest quadrant of the school district.
6 Previously, we actually had relatively low in
7 comparison to the entire election numbers of people
8 voting in the early election.

9 This last year, we actually had over
10 5,000 voters in the early election and feel that
11 another site is warranted to allow for that type of
12 count as well as ensuring that some of the -- some
13 concerns have been raised about whether or not we were
14 ensuring that everybody could get to all of the
15 locations easily enough. And so we have a site now
16 that's on Gessner so it would allow for easy public
17 access.

18 **Q. We'll touch on the early election sites that**
19 **the district historically has used a little later.**

20 But is it fair to say that none of those
21 sites were located north of the northeast corner of
22 Hilshire Village?

23 A. Yes, that's correct.

24 **Q. So none of the sites were located in the**
25 **election precinct that corresponds to the Northbrook**

1 election precinct, correct?

2 A. Correct.

3 Q. None of the sites were located within the
4 precinct that corresponds to the Landrum precinct,
5 correct?

6 A. Correct.

7 Q. None of the sites were located in the
8 precinct that corresponds to the Spring Woods election
9 precinct?

10 A. I'm not for sure on their boundaries, but I
11 don't believe that's true.

12 Q. You don't believe it's true or you do believe
13 it's true?

14 A. I mean, I believe that's -- I believe it's a
15 true statement that it is not in the Spring Woods High
16 School. I just don't know how far Spring Woods High
17 School...

18 Q. Okay. And is the same thing true with
19 respect to the Spring Oaks election precinct, that
20 there were no early voting sites located within the
21 Spring Oaks election precinct?

22 A. Correct.

23 Q. The only sites historically that Spring
24 Branch ISD has had for early voting in the recent past
25 and going back as far as I could see were located

1 within the Memorial Spring Branch and Spring Forest
2 election precincts, correct?

3 A. That's correct.

4 Q. Which of the lawyers for the district have
5 you met with in connection with preparation?

6 A. I've met with -- oh, in preparation for the
7 deposition?

8 Q. Yes, ma'am.

9 A. Charles and Lucas and Audrey.

10 Q. When did you meet with them?

11 A. Yesterday as well as we had a conference call
12 last week. And I met with Audrey in a -- probably a
13 few different times, I mean, you know, in the week
14 leading up to Christmas break.

15 Q. All told, how much time have you devoted to
16 preparing to testify about the topics listed that
17 correspond to your testimony in the case?

18 A. I would say about 20 hours.

19 Q. To make this go as easily as possible, I
20 would like to have several agreements with you. And
21 it's important that you understand the proceedings.

22 The lady who is seated to your left is
23 called a court reporter. She is typing down word for
24 word my questions and your answers. And my questions
25 and your answers will be typed up in a booklet called

1 a transcript and that testimony can be used in the
2 lawsuit.

3 Do you understand that?

4 A. Yes.

5 Q. You've been doing a great job thus far, but
6 it's important that you continue to answer out loud
7 rather than relying on gestures such as nods of the
8 head or sounds like uh-huh or huh-uh, because those
9 are not things that can be easily taken down by the
10 court reporter.

11 So will you continue to testify using
12 words and out loud?

13 A. Yes.

14 Q. As our court reporter mentioned before we
15 went on the record, it's very important that you and I
16 try to not talk over each other, that is, that we
17 speak one at a time, because it's very difficult for
18 the court reporter to untangle people talking over
19 each other.

20 I promise you I will try very hard not
21 to cut you off when you're answering a question. If I
22 do inadvertently, you just tell me and I'll stop.

23 By the same token, I sometimes take a
24 while to get a question out. So even if you think you
25 know where I'm going, if you'll give me the courtesy

1 of letting me finish my question before you start an
2 answer, our record will be more complete and our court
3 reporter will be much happier with us.

4 Can you do that?

5 A. Yes.

6 Q. It's also very important that you understand
7 the questions that you're asked today because the
8 parties have a right to rely upon your testimony.

9 And so I want you to tell me if I ask
10 you a question that I -- that you do not understand.
11 And I will promise you I will try to rephrase it in a
12 way that you do understand it.

13 So will you tell me if you think you
14 don't understand a question?

15 A. Yes, I will.

16 Q. And may I fairly assume when you've answered
17 my questions that you understood them at the time?

18 A. Yes.

19 Q. We'll probably break at least once an hour.
20 But in any event, if you need a make at some other
21 time, if you'll simply let me know, I'll be happy to
22 accommodate you. Okay?

23 A. Okay.

24 Q. We've already talked about the fact I'm going
25 to use the shorthand expression "lawsuit" to refer to

1 the legal proceeding.

2 I don't know that we'll refer very often
3 to the plaintiff, Virginia Elizondo. But if so, if I
4 refer to "the plaintiff" or "Ms. Elizondo," will you
5 know who I'm talking about?

6 A. Uh-huh. Yes.

7 Q. I will variously refer to the Spring Branch
8 Independent School District as "the district" or
9 "SBISD," and we'll know what we we're talking about,
10 your employer?

11 A. Yes. Yes.

12 Q. Similarly, from time to time there will be
13 questions about the Spring Branch Independent School
14 District board of trustees. I'll probably shorthand
15 that to refer to simply "the board."

16 If I refer to "the board," will you know
17 that I'm talking about the board of trustees?

18 A. Yes.

19 Q. I'm going to spend a moment or two just on
20 your personal background.

21 Where do you reside?

22 A. I reside at -- in Spring Branch ISD at 1507
23 Shady Villa Manor, Houston, Texas 77055.

24 Q. How long have you been a district resident?

25 A. Five months.

1 **Q. Where did you live before that?**

2 A. I lived up in Spring for 21 years.

3 **Q. Where were you born and raised?**

4 A. I'm a military brat. I was born in
5 California. My dad was stationed out there. Mainly
6 grew up, though, on the East Coast in Virginia, North
7 Carolina, and South Carolina.

8 Graduated high school in 1986, and then
9 we all moved to Texas. Dad retired and went to SMU
10 and became -- got his master's of divinity and became
11 a Methodist minister in the Central Conference.

12 So we're all in Texas now, but I would
13 say pretty much I grew up on the East Coast.

14 **Q. You mentioned that you graduated from high**
15 **school in 1986.**

16 **What high school was that?**

17 A. Buford Academy in Buford, South Carolina.

18 **Q. After high school, did you then go on to**
19 **college?**

20 A. I did. I went to Texas A&M University in
21 College Station, Texas. Graduated in 1990 with a
22 degree in accounting.

23 **Q. Could you give me a horseback view of your**
24 **employment experience after graduating from A&M?**

25 A. Sure. I started off as an internal auditor

1 at First Bank of Texas. After doing that for about a
2 year and a half. As they got taken over by the Feds
3 by the second time, I realized it was probably time to
4 move on.

5 I actually responded to -- you know,
6 back then, you can used to look at newspaper articles,
7 you know, the classifieds and circled.

8 So I responded to a job application at
9 955 Campbell Road, not really knowing what I was
10 applying for.

11 And it was Spring Branch ISD. So I
12 started here -- I'll call myself a baby accountant.
13 And I was here for 5 years.

14 When I left, I was the budget manager.
15 I went to Tomball ISD. Was the business manager there
16 for 3 years.

17 And then went to Spring ISD. Started
18 off as the controller. And when I left there, I was
19 the CFO. And then came back to Spring Branch. After
20 a little break came back to Spring Branch and was the
21 payroll manager, the tax assessor, and then the CFO a
22 year and a half ago.

23 Q. Did any of the school districts you worked
24 for, before you came back to Spring Branch, elect any
25 of their trustees from single-member districts?

1 A. No.

2 Q. Do you have any personal experience working
3 for school districts where trustees have been elected
4 from single-member districts?

5 A. No, I do not.

6 Q. Have you ever personally been a party to a
7 lawsuit, that is, sued somebody or been sued?

8 A. No.

9 Q. You understand you're not a party to this
10 lawsuit?

11 A. Yeah, I do.

12 Q. You're here merely as a witness and you're
13 here merely as a witness on behalf of the district.

14 A. I do.

15 Q. Okay.

16 A. I do.

17 Q. Have you ever been through this process of
18 being deposed before?

19 A. No.

20 Q. Have you ever gone through the process of
21 testifying in some other setting before?

22 A. Yes.

23 Q. If you would, tell me about that prior
24 testifying experience.

25 A. It was a -- a friend of mine had been accused

1 of an improper relationship with a student, and so I
2 was a character witness on his behalf.

3 Q. Are there any other occasions where you have
4 testified other than that one instance?

5 A. No.

6 Q. Do you have any professional licenses or
7 certifications?

8 A. I do. I have a certified public accountancy
9 certificate.

10 Q. From the State of Texas?

11 A. From the State of Texas, yes.

12 Q. And when -- when did you obtain your
13 certification?

14 A. 1992 or '3.

15 Q. Have you ever been charged and convicted of
16 any criminal offense?

17 A. No.

18 Q. Are you familiar with Ms. Elizondo?

19 A. Yes.

20 Q. How?

21 A. She led a committee that I was a part of
22 during the -- let me get my years straight -- the
23 '20-'21 year, the visioning committee that focused on
24 what a Spring Branch ISD graduate would look like, and
25 not just an official graduate but as they move between

1 elementary to middle and middle to high school.

2 I also -- she also ran for the school
3 board in 2021.

4 Q. Are you familiar with her educational
5 background?

6 A. I believe she has lots of educational
7 background. I remember being familiar and have -- you
8 know, seeing that on the application. I believe she
9 has at least a master's, if I'm remembering correctly.

10 Q. And if I understood your prior testimony,
11 you're familiar with at least some of her involvement
12 in district activities because she headed a committee
13 that you participated in?

14 A. Yes.

15 Q. Do you recall the title of the committee or
16 whatever the topic was?

17 A. I thought it was the visioning committee.

18 Q. Does the district agree that Ms. Elizondo met
19 all the legal requirements to be eligible for election
20 to the district board when she ran?

21 A. Yes.

22 Q. Let's now turn to some of the issues in the
23 lawsuit for which you've been designated as a
24 representative.

25 Has the racial and ethnic composition of

1 the voters in the district changed over time?

2 A. Yes.

3 Q. How has it changed?

4 A. I believe, without knowing exact numbers,
5 that the -- we've become a much more diverse school
6 district, and the population of the school district is
7 reflecting -- is reflected in that. The minority
8 groups are larger than they've been, you know,
9 30 years ago.

10 Q. Do you agree that when the district was
11 formed and for a number of years its population was
12 virtually all white?

13 A. Yes.

14 Q. And do you agree that in the -- let me back
15 up and say when I use the term "you," you're here in a
16 representative capacity. So we're going to be talking
17 about the district.

18 A. Right.

19 Q. It will be a little less cumbersome if I can
20 still refer to you knowing you're speaking for the
21 district than always saying does the district agree.

22 A. Okay.

23 Q. Are you okay with that convention?

24 A. Yes, as long as my response looks like I'm
25 responding on behalf of the district.

1 Q. All right. I mean, I can do it either way.

2 A. No, it's fine.

3 Q. Do you -- does the district agree that in the
4 past 20 years the racial and ethnic composition of the
5 population in the district has changed significantly?

6 A. Yes.

7 Q. Does the district agree that what was once a
8 district in which a majority of the voters and
9 students were white is a now a district where the
10 Hispanic population is greater than the white
11 population and the percentage of Hispanic students
12 more than twice the percentage of white students?

13 A. Yes.

14 Q. Does the district agree that it is now a
15 majority minority district in terms of the total
16 population in student population?

17 A. I can attest to the student population as
18 yes.

19 Q. With respect to the total population, does
20 the district agree that the total population of the
21 district is now majority minority?

22 A. I just haven't seen numbers to that to know
23 that for sure. I haven't seen recent census numbers,
24 but I know we -- we believe that and act in that
25 manner.

1 Q. The district's position is without regard to
2 the specifics, it acknowledges its belief that it is a
3 majority minority district in terms of total
4 population at this point in time?

5 A. Yes.

6 Q. Let me hand you what's been marked as
7 Exhibit 2. This is a screenshot from the district's
8 Web site.

9 (Marked Porter Exhibit No. 2.)

10 Q. (BY MR. ABRAMS) Are you familiar with --

11 A. Yes.

12 Q. -- this page from the district's Web site?

13 A. (Nodding head.)

14 Q. The district's Web site purports to break
15 down the demographics of its students. And is it the
16 district's position that the little graph on the
17 right-hand side properly describes the racial and
18 ethnic composition of its student body --

19 A. Yes.

20 Q. -- as of 2021?

21 A. Yes.

22 Q. Exhibit 2 shows that 59 percent of the
23 district's students are Hispanic, 27 percent of its
24 students are white, 7 percent of its students are
25 Asian, and 5 percent of its students are

1 **African-American, correct?**

2 A. Correct.

3 **Q. Exhibit 2 also reflects that 58 percent of**
4 **the district students are economically disadvantaged.**

5 **Is that correct?**

6 A. Correct.

7 **Q. What does that term mean in the way that the**
8 **district uses it on its Web site?**

9 A. It means that 58 percent of the students have
10 completed information concerning free and reduced
11 lunch applications and have been found to be -- to be
12 eligible for free or reduced meals through our lunch
13 program.

14 **Q. As a general proposition, what is the**
15 **standard financially that a some -- that a student**
16 **needs to meet to be eligible for the free and reduced**
17 **lunch program which qualifies it as an economically**
18 **disadvantaged student?**

19 A. You mean what's the level of income in the
20 family?

21 **Q. Yes, ma'am.**

22 A. I don't have that -- I don't know that number
23 off the top of my head.

24 **Q. I noticed that the infographic, Exhibit 2,**
25 **says that 59 percent of the students are Hispanic and**

1 58 percent of the total student body are economically
2 disadvantaged.

3 Does the district know what the
4 correlation is between the race and ethnicity of the
5 economically disadvantaged students in that status?

6 A. That information can be pulled. I don't know
7 that.

8 Q. Does the district acknowledge that a greater
9 proportion of its minority students are economically
10 disadvantaged than its white students?

11 A. I -- I believe that's a trend that can be
12 deduced from the two graphs.

13 Q. I'm not clear about your answer.

14 Are you telling me that's something that
15 one could determine or that you think that that is the
16 case based upon the information available to you?

17 A. I think based on seeing these percentages,
18 that's a fair assumption, but I would want to verify
19 that data.

20 Q. We talked earlier about how the demographics
21 of the district changed over time.

22 I want to now ask you: Do you -- does
23 the district agree that in the past 20 years the
24 socioeconomic background of the district's residents
25 and students has likewise changed?

1 A. Yes.

2 **Q. How has it changed?**

3 A. I believe the percentage used to be less than
4 50 percent and now it is over 50 percent.

5 **Q. What percentage?**

6 A. The percentage of economically disadvantaged
7 students.

8 **Q. What proportion of the students in the**
9 **district now attend what are called Title I schools?**

10 A. I wish I would know that percentage off the
11 top of my head. I would have to compare two different
12 lists, a list of students by campus and highlight the
13 Title I campuses.

14 **Q. What's your best estimate -- what's the**
15 **district's best estimate realizing that's subject to**
16 **mathematical verification?**

17 A. I would say at least 50 percent.

18 **Q. What is Title I?**

19 A. Title I is the short-term version of monies
20 we receive directly from -- or through -- through the
21 State of Texas, but from the federal government that
22 are based on the number of students at campuses that
23 are considered economically disadvantaged.

24 And so it's supplemental dollars we
25 receive that gets -- that is provided to campuses to

1 spend at their discretion to focus on the needs of
2 their campuses.

3 Q. If I'm following you, then, Title I funds are
4 federal funds that are allocated through the State
5 then to the district and then to individual campuses.

6 Is that a correct generalization?

7 A. It's more of a passthrough --

8 Q. Okay.

9 A. -- of the state.

10 They don't really allocate it. The
11 federal government determines that a school district
12 gets X amount based on their number of students.

13 Q. Does the district agree that all of the
14 current members of its board are white or -- or
15 Caucasian?

16 A. Yes.

17 Q. Does the district agree that it has no record
18 that any minority candidate has ever been elected to
19 serve on the Spring Branch Independent School District
20 board?

21 A. Yes.

22 Q. What investigation or search of district
23 records has been done to confirm that fact?

24 A. I looked at the election results. So I could
25 only base it on surnames, I mean, some recent

1 surnames, obviously Chris Gonzalez, if you saw that,
2 and didn't know otherwise.

3 But no other surnames indicated such.
4 While I didn't personally do it, I understand that a
5 review of pictures of the board has been done and
6 based on those review and on the pictures that could
7 be found, nobody of it -- nobody of color has been
8 elected.

9 Q. Does the district agree that in every trustee
10 election for the past 10 years the candidate elected
11 was white?

12 A. Yes.

13 Q. And as we confirmed a moment ago, a hundred
14 percent of the current board members are white?

15 A. Yes.

16 Q. Does the district agree that no Hispanic or
17 other minority candidate has been elected to the board
18 in the past 10 years even though the percentage of
19 both the minority student and adult populations is
20 greater than the percentage of white population and
21 students in the district?

22 A. Yes.

23 Q. Does the district agree that every minority
24 candidate for the board during the period from 2010 to
25 2021 was defeated by a white candidate?

1 A. Yes.

2 (Marked Porter Exhibit No. 3.)

3 Q. (BY MR. ABRAMS) Let me hand you what's been
4 marked as Exhibit 3. This is a document the district
5 has produced titled "2010 to 2021 List/Names of All
6 Candidates," correct?

7 A. Correct.

8 Q. Does the district acknowledge that in 2015
9 Virginia Elizondo was a minority candidate for the
10 board?

11 A. Yes.

12 Q. And in 2018, Noel Lezama was a minority
13 candidate for the board?

14 A. Yes.

15 Q. And in 2019, David Lopez was a minority
16 candidate for the board?

17 A. Yes.

18 Q. And, again, in 2021, Virginia Elizondo was a
19 minority candidate for the board?

20 A. Yes.

21 Q. And in each of the elections in which they
22 ran, the white candidate defeated the minority
23 candidate, correct?

24 A. Yes.

25 Q. Does the district agree that there is

1 statistically significant evidence of racially or
2 ethnically polarized voting in the district's board
3 elections for the period 2015 to 2021?

4 A. Can you define "racial polarization"?

5 Q. Yes.

6 By the term "racially polarized," I mean
7 that there's a consistent relationship between the
8 race or ethnicity of the voter and the way the voter
9 votes and that white and minority voters vote
10 differently.

11 A. That is not data we obtain on our voters, so
12 I would expect that an expert might be able to get
13 that data.

14 Q. In the lawsuit, the district filed an answer.

15 Do you understand that's part of the
16 procedure?

17 A. Yes.

18 Q. And in that answer, the district took the
19 position that as a matter of fact there is no such
20 evidence of racially polarized voting.

21 What investigation had the district
22 conducted before filing an answer in the lawsuit
23 denying that there's racially polarized voting in the
24 district's board elections for the past 6 years?

25 A. The district itself didn't do any actual

1 investigation of it. Again, because we don't track,
2 we don't obtain that data of the race or ethnicity of
3 the actual voters, that information would have come
4 through discussion with the experts.

5 Q. Before the district filed a document with the
6 federal court denying that there is racially or
7 ethnically polarized voting in its board
8 investigations, what investigation had the district
9 conducted to corroborate that position?

10 A. None.

11 Q. Has the district ever investigated or does it
12 have any knowledge about whether or not racially or
13 ethnically polarized voting exists in the elections of
14 the municipal governments that make up the district?

15 A. We're not aware of any.

16 Q. Are you telling me you're not aware of any
17 investigation the district has ever undertaken to
18 determine whether or not the voting in the cities that
19 make up the district, which are Hunters Creek Village,
20 Piney Point Village, Bunker Hill Village, Spring
21 Valley Village, Hilshire Village, and the City of
22 Houston, involve racially polarized voting?

23 A. We don't know anything about the data that's
24 been happening in those sites.

25 Q. And the district has not conducted any

1 investigation to determine whether or not the voting
2 in any of those jurisdictions is racially polarized or
3 ethnically polarized, correct?

4 A. Correct.

5 Q. Given that the district had not conducted any
6 investigation about whether or not the voting in its
7 trustee elections was racially or ethnically polarized
8 when it denied that fact in the federal lawsuit, what
9 was the basis for making such a denial?

10 A. We did not have evidence to the contrary. We
11 had investigated it, but we had no evidence.

12 Q. Does the district agree that white
13 non-Hispanics in the district vote sufficiently as a
14 block to enable them to defeat minority voters'
15 preferred candidates of choice in the various trustee
16 elections?

17 A. I believe that's something that an expert can
18 look at the data. And the district has never looked
19 at the voting population by race to be able to make
20 that deduction ourselves.

21 Q. So does the district agree that when it filed
22 a document in the federal lawsuit denying that white
23 non-Hispanics in the district vote sufficiently as a
24 block to enable them to defeat minority voters'
25 preferred candidates, it had no evidence to support

1 that denial?

2 A. Or evidence against that denial, but correct.

3 Q. And before making that denial in the federal
4 lawsuit, the district did not undertake an
5 investigation to determine whether or not the
6 statement was true, correct?

7 A. Correct.

8 Q. Does the district agree that the geographic
9 concentration of Hispanics in the district is large
10 enough to constitute a majority of the voting age
11 population in one or more single-member districts if
12 there was a seven-member election plan adopted or
13 ordered by the court?

14 A. It's our understanding that that can happen,
15 that -- that they can make those single-member
16 districts.

17 Q. What is the district's position about the
18 number of single-membered districts that could be
19 formed in which the geographic concentration of
20 Hispanics would constitute a majority of the voting
21 age population?

22 A. I've heard that three, up to three could be
23 established.

24 Q. Who has provided the factual information to
25 the district that as many as three single-membered

1 districts could be drawn in which a majority of the
2 voting age population would be Hispanic?

3 A. That was based on some meetings we had with
4 legal counsel at the time.

5 Q. Does the district possess any written
6 investigation or report confirming that the geographic
7 concentration of Hispanics in the district is
8 sufficient to constitute a majority of the voting age
9 population in as many as three single-membered
10 districts if a seven-member plan were adopted?

11 A. We don't maintain documents. Those were
12 mainly talked about during discussions with our legal
13 counsel.

14 Q. Setting aside communications with legal
15 counsel, which I presume and understand the district
16 will assert privilege over, are you aware of any other
17 sources of information confirming that as many as
18 three single-membered districts could be drawn in
19 Spring Branch in which the concentration of voting age
20 Hispanics would be a majority?

21 A. No.

22 Q. Does the district agree that single-member
23 district forms of representation can enhance the
24 proportional representation of minority candidates?

25 A. The district understands that it is within --

1 it is legal within the electoral system to use that
2 and it does provide an opportunity for participation
3 in some areas of the district that have lower
4 participation.

5 Q. Isn't the district's position that adoption
6 of a single-member district form of representation can
7 result in enhanced representation of the minority
8 community on its board?

9 A. The board believes they represent the entire
10 district already, so it would be more a focus on
11 ensuring that they have participation from the areas
12 of those school districts, the area of the school
13 district.

14 MR. ABRAMS: Object to the answer as
15 nonresponsive.

16 Q. (BY MR. ABRAMS) My question is whether or not
17 the district has a position on whether single member
18 district forms of representation can have the effect
19 of enhancing the representation of minority candidates
20 on the district's board?

21 MR. CRAWFORD: Objection; form.

22 A. I have not heard the board discuss anything
23 like that.

24 Q. (BY MR. ABRAMS) So as we sit here today, is
25 it fair to say the district has no position on whether

1 single-membered district forms of representation can,
2 in fact, enhance proportional representation of
3 minority candidates on the board?

4 MR. CRAWFORD: Objection; form.

5 A. They stand that they represent the entire
6 district as it is. I know that's not answering your
7 question.

8 Q. (BY MR. ABRAMS) Has the district investigated
9 whether or not single-membered district forms of
10 representation can enhance proportional representation
11 of minority individuals on the board?

12 A. To the extent that that is a legal way to
13 hold your electoral system, that investigation -- or
14 requests for information from legal counsel has
15 happened, which led to that presentation in January of
16 2020.

17 Q. In connection with the lawsuit and the
18 district's answer that it filed in the lawsuit and
19 prior to filing that answer, had the district
20 investigated whether adopting a single member form of
21 representation could enhance the representation of
22 minority residents on the board?

23 A. I'm not aware of any.

24 Q. Does the district agree that single-membered
25 district representation can increase the likelihood

1 that minority candidates will run for office on the
2 board?

3 A. It can increase the likelihood that they will
4 run for the board.

5 Q. Does the district agree that the
6 single-member district representation can produce
7 policies that are more responsive to the preferences
8 of minority voters than at-large systems do?

9 MR. CRAWFORD: Objection; form.

10 A. I know the board feels that they represent
11 the entire district.

12 MR. ABRAMS: Objection to the answer as
13 nonresponsive.

14 Q. (BY MR. ABRAMS) My question does not concern
15 the district's current plan. My question concerns
16 whether the district has a position on the issue of
17 single-member representation producing policies that
18 are even more responsive to the preferences of
19 minority voters than is the case under the current
20 at-large system.

21 Does the district have a position on that?

22 MR. CRAWFORD: Objection; form.

23 A. No, we don't have a position on that.

24 Q. (BY MR. ABRAMS) Does the district agree that
25 the racial and ethnic demographics in the so-called

1 Memorial Villages are substantially different than the
2 racial and ethnic composition of the areas outside the
3 villages located north of Interstate Highway 10?

4 A. Yes.

5 Q. I'm going to probably refer to Interstate
6 Highway 10 as "I-10" or the "Katy Freeway."

7 If I use those expressions, will you
8 know what I'm talking about?

9 A. Yes.

10 Q. Probably I-10 is the more current version. I
11 group up in an era where it was the Katy Freeway. But
12 you know -- either use you'll know what I'm talking
13 about?

14 A. Yes.

15 Q. Okay.

16 (Marked Porter Exhibit No. 4.)

17 Q. (BY MR. ABRAMS) Let me hand you what's been
18 marked as Exhibit 4.

19 Do you recognize that as a map depicting the
20 boundaries of what I call the so-called Memorial
21 Villages, which encompasses Bunker Hill Village, Piney
22 Point Village, Hunters Creek Village, Hedwig Village,
23 Spring Valley Village, and Hilshire Village?

24 A. Yes.

25 Q. And I'm not holding you to the standards of a

1 demographer, but do the boundaries appear to be --
2 correspond for what you understand and the district
3 understands the boundaries of those villages are?

4 A. Yes.

5 Q. Does the district acknowledge that the
6 non-Hispanic white populations in the Memorial
7 Villages range from 94 plus percent to 67 percent of
8 those populations?

9 A. Can you repeat that question?

10 Q. Yes, ma'am.

11 Does the district acknowledge that the
12 non-Hispanic white populations of the Memorial
13 Villages vary from 94 plus percent to 67 percent of
14 the total populations in those communities?

15 A. Yes.

16 Q. Does the district acknowledge that the
17 villages report very small Hispanic and black
18 populations?

19 A. Yes.

20 Q. Does the district acknowledge that the racial
21 and ethnic segregation in the villages corresponds to
22 the racial and ethnic segregation evident in the
23 student populations on the north and south sides of
24 the freeway?

25 MR. CRAWFORD: Objection; form.

1 A. I'm not sure about the word "segregation" and
2 the connotation with that.

3 Q. (BY MR. ABRAMS) Let me -- let me rephrase the
4 question.

5 Does the district acknowledge that the racial
6 and ethnic demographics in the villages correspond to
7 the racial and ethnic demographics evident in the
8 student populations in the district's north and
9 south-side schools?

10 A. I'm going to try to reword the question.

11 Q. Yes, ma'am.

12 A. Tell me if I'm correct.

13 Q. Yes, ma'am.

14 A. You're asking if the racial breakdown of the
15 villages represents the entire school district?

16 Q. No, ma'am.

17 A. I'm sorry.

18 Q. Let me -- let me take another crack at it.

19 A. I'm sorry.

20 Q. I think we're in agreement, and the district
21 acknowledges, that the population of the Memorial
22 Villages is largely white and nonminority, correct?

23 A. Correct.

24 Q. It is also the case, isn't it -- isn't it
25 that the populations of the schools on the south side

1 of I-10 are largely white and not minority?

2 A. I believe that to be accurate, but I would
3 want to see the data to verify that.

4 Q. While the district has maintained its current
5 at-large system for electing school board trustees,
6 has it ever investigated why residential demographics
7 of the Memorial Villages are what they are?

8 A. No.

9 Q. Has the district ever investigated how the
10 racial and ethnic demographics came about in the
11 district as evidenced by the demographics of the
12 Memorial Villages?

13 A. No.

14 Q. Has the district ever investigated how the
15 racial and ethnic demographics on the north side of
16 I-10 have come about over time?

17 A. No.

18 Q. Has the district ever investigated whether
19 the racial and ethnic demographics in the district has
20 negatively affected the delivery of educational
21 services to its students?

22 A. Can -- will you repeat that?

23 Q. Sure. Has the district ever investigated
24 whether the racial and ethnic demographics in the
25 district, which I'll oversimplify to mean the

1 south-side schools are largely white and many, if not
2 all of the north-side schools are largely minority,
3 how that demographic breakdown affects the delivery of
4 educational services to the students?

5 A. We focus more -- not based on racial. We
6 focus more on economically disadvantaged and the needs
7 of specific students versus just whether or not
8 there's Hispanics in a campus or not.

9 Economically disadvantaged often brings
10 other opportunities for need for certain services,
11 additional services, and supports. So that would be
12 more the focus on the educational delivery.

13 Q. If I'm following you, then, the district has
14 had a focus on the impact of socioeconomic factors on
15 the delivery of educational services to its students
16 rather than the impact of the racial and ethnic
17 demographics of the district.

18 Is that what you're saying?

19 A. We've seen the effect of that. When you say
20 "investigation," we haven't -- I don't know the
21 right -- I apologize -- into why that is, we just
22 recognize that the students often need additional
23 services and support when they're lower socioeconomic.

24 Q. We're coming up on an hour. Would you like a
25 break or you want to keep trucking? I'm at your

1 disposal. I told you we would break around every hour
2 and it looks like we're close to an hour. So if you
3 would like to take a short break, we can. If you
4 don't, we'll keep trucking.

5 A. Let's take a short break. That would be
6 great.

7 Q. Very good.

8 A. Thanks.

9 Q. Uh-huh.

10 (Break from 10:24 a.m. to 10:32 a.m.)

11 Q. (BY MR. ABRAMS) Ms. Porter, the ethnic and
12 racial makeup of the students in the District 7
13 election precincts is heavily segregated, right?

14 A. Heavily diverse? I just -- I apologize.

15 Q. The racial and ethnic composition is
16 concentrated and varies among the districts?

17 A. Correct.

18 Q. Let me hand you what's been marked as
19 Exhibit 5. That was produced by the district as SBISD
20 No. 1.

21 (Marked Porter Exhibit No. 5.)

22 Q. (BY MR. ABRAMS) Do you recognize that as a
23 map from the district's Web site that depicts both the
24 attendant zones for the middle schools in the district
25 and because those attendant zones are used as the

1 election precincts -- the election precincts for the
2 district?

3 A. Yes.

4 Q. Does the district agree that four of the
5 seven districts shown, namely the Landrum, Northbrook,
6 Spring Woods, and Spring Oaks Middle School areas and
7 precincts, are overwhelmingly comprised of Hispanic
8 students?

9 A. Yes.

10 Q. Based on my math, there's an average of
11 87 percent of the students in those election precincts
12 and enrollment districts are Hispanic.

13 Does that figure sound about right?

14 A. Yes, that sounds about right.

15 Q. In the remaining three election or enrollment
16 districts, the Memorial, Spring Branch, and Spring
17 Forest precincts, the student body is somewhere
18 between 42 percent and 52 percent white, correct?

19 A. That sounds correct.

20 Q. One of the topics that you've been designated
21 to testify about is the current ethnic and racial
22 background of the citizenship voting age population
23 voters in the district.

24 Do you agree that the ethnic and racial
25 background of the voting age population of the voters

1 in the district more or less tracks the ethnic and
2 racial background of its students?

3 A. I have not seen recent -- any recent census
4 numbers, but I would believe that it follows the
5 breakdown of the students.

6 Q. And -- and based upon the investigation
7 that's been conducted by the district to date, at
8 least three single-member districts could be drawn in
9 the district in which the Hispanic voting age
10 population would constitute a majority, correct?

11 A. Yes.

12 Q. How and when did the district draw the
13 current boundaries of its election precincts, which
14 happen to be at school enrollment districts?

15 A. In 2011, I believe that was when the
16 Legislature passed a law stating that we, as a
17 district, host our own elections if we went into a
18 contract with either a county or a city, host our own
19 election in May.

20 Prior to that, 2011 and prior, we
21 actually had the precincts of our elementary schools.
22 So in -- when the law passed, we had discussions with
23 the county and the county said that they would be
24 willing to partner with us, but would only agree to do
25 elections every other year.

1 And I believe it would be the even years
2 in the sense that when they do their even year
3 elections in November, there's lots of runoffs that
4 happen in the spring that would make it too difficult
5 for them to host our elections separately.

6 So we -- instead we didn't want to -- at
7 the time didn't want to change our setup of our
8 staggered terms of every 3 years because we would have
9 had to switch to every 4 years for -- if we had gone
10 with the county.

11 So we were able to partner with Piney
12 Point, who we currently have a contract with, because
13 they used one of our far east elementary schools as a
14 site for their elections already prior to that.

15 And by taking over the election process
16 ourselves, we had to look at the administration and
17 financial implications of such.

18 And so having seven election sites would
19 be easier to handle both administratively and
20 financially because of the equipment and the people
21 involved than 26 sites of the elementary school.

22 So that was when that decision made
23 for -- and it occurred in the 2012 election the first
24 time.

25 **Q. Do you agree that with the exception of the**

1 Spring Branch Middle School and the Spring Forest
2 Middle School election precincts and enrollment
3 boundaries, those areas are divided between schools
4 located on the north and south sides of I-10?

5 A. Yes.

6 Q. What's the rationale for having election
7 precincts and middle school boundaries that zone
8 voters and students from the north side of I-10 to the
9 south side of I-10 for the Spring Branch and Spring
10 Forest Middle Schools?

11 A. Using them for election sites -- I mean, for
12 election precincts?

13 Q. Yeah. It's kind of intertwined. The
14 district elected chose to use its middle school
15 enrollment districts --

16 A. Uh-huh.

17 Q. -- as its election districts?

18 A. Yes.

19 Q. And so I'm not trying to take you into the
20 school enrollment question, but since the district
21 chose to use its middle school enrollment districts as
22 its election precincts, my question is: What's the
23 rationale for having precincts in -- for Spring Branch
24 and Spring Forest that span I-10?

25 A. Those enrollment boundaries were set many

1 years ago. So I don't know the rationale why there
2 was north and south, but primarily it has to do with
3 ensuring that you -- the schools could handle the
4 number of students.

5 I've seen in other districts' enrollment
6 boundaries change as a school may increase, not be
7 able to handle their growth.

8 So it's possible changes could be made.
9 But as we are pretty steady in our growth of students,
10 we haven't had to have any type of change to our
11 middle schools or any of our enrollment zones, for
12 that matter.

13 **Q. When did the district adopt the middle school**
14 **enrollment zones that are shown on Exhibit 5?**

15 A. When the last middle school was built, which
16 would have been -- I believe is Northbrook Middle. So
17 I would say at least the mid-'80s.

18 **Q. So the boundaries of the election precincts**
19 **and the boundaries of the middle school enrollment**
20 **zones have been in place since sometime in the 1980s,**
21 **correct?**

22 A. The fact that they're the same, that didn't
23 happen until 2012, but yes.

24 **Q. Let me clarify that.**

25 In 2012, the district elect -- chose to

1 use its middle school enrollment zones as its election
2 precincts, correct?

3 A. Yes.

4 Q. And the district's decision to set the
5 boundaries of its middle school enrollment zones dates
6 back to the 1980s?

7 A. Yes.

8 (Marked Porter Exhibit No. 6.)

9 Q. (BY MR. ABRAMS) Let me hand you what's been
10 marked as Exhibit 6.

11 You recognize this as the enrollment zones
12 from the district's Web site for its high schools?

13 A. Yes.

14 Q. It follows the same general layout as
15 Exhibit 5 except this map, Exhibit 6, depicts the high
16 school enrollments or attendance zones?

17 A. Yes.

18 Q. And the same pattern holds true for the high
19 schools as is true for the middle schools, and that is
20 there are two enrollment zones where students on the
21 north side go to the south side, the Memorial and the
22 Stratford enrollment zones, correct?

23 A. Correct.

24 Q. And that mirrors the pattern for middle
25 schools where students on the north side of I-10 go to

1 Spring Branch Middle and students on the north side of
2 I-10 go to Spring Forest Middle, correct?

3 A. Yes.

4 Q. What is the racial and ethnic composition of
5 the students from the north side of I-10 that are
6 zoned to the south side middle schools and high
7 schools?

8 A. I don't know that. I would have to dive into
9 street addresses.

10 Q. We earlier looked at Exhibit 4. Would you
11 pull that back out just so you can refer to it when
12 you look at Exhibit 5?

13 Exhibit 4 depicts the boundaries of the
14 Memorial Villages north of I-10.

15 Do you see that?

16 A. Yes.

17 Q. Spring Valley Village and Hilshire Village?

18 A. Uh-huh.

19 Q. Is that a "yes"?

20 A. Yes.

21 Q. Thank you.

22 Can you confirm that with reference to
23 Exhibit 5 the areas of Spring Valley Village and
24 Hilshire Village are among the areas zoned from north
25 to south?

1 Their students go to Spring Branch
2 Middle rather than to one of the north-side middle
3 schools?

4 A. Let me just verify. Yes. It looks like
5 Spring Valley Village and Hilshire Village all attend
6 Spring Branch Middle.

7 Q. And we earlier confirmed that the racial and
8 ethnic composition of Spring Valley Village and
9 Hilshire Village is majority -- substantially majority
10 white, correct?

11 A. Correct.

12 Q. From that, does it follow that the students
13 that are sent from the north side from Spring Valley
14 Village and Hilshire Village to the south side middle
15 school, Spring Branch Middle, are substantially white
16 students?

17 A. Yes.

18 Q. Do you happen to know anything about the
19 demographics of the area north of I-10 where the
20 Spring Forest Middle School students go from north to
21 south?

22 A. No, I don't.

23 Q. Isn't it the case that the demographics of
24 that subdivision likewise are largely white, with
25 white students going from north to south?

1 A. I don't know that.

2 Q. You're not denying it, you just don't know?

3 A. I don't know.

4 (Marked Porter Exhibit No. 7.)

5 Q. (BY MR. ABRAMS) Let me hand you what's been
6 marked as Exhibit 7.

7 Do you recognize that as the map from the
8 district's Web site akin to Exhibits 5 and 6? This
9 one, Exhibit 7, depicts the enrollment zones for the
10 district's elementary schools.

11 A. Yes.

12 Q. And can you confirm that the same pattern or
13 a similar pattern holds true with respect to the
14 elementary schools that, with the exception of a
15 couple of schools, school enrollment boundaries are
16 divided between schools located on the north and south
17 side of I-10?

18 A. Yes.

19 Q. What is the racial and ethnic composition of
20 the students zoned from the north side of I-10 to
21 south-side schools?

22 A. I believe there's more minorities.

23 Q. Pardon me?

24 A. I believe that it's a higher minority in
25 that -- in the schools that are on the north side.

1 Q. Right.

2 With respect to Hunters Creek Elementary
3 on the right side of Exhibit 7, if I'm interpreting
4 these colors correctly, it looks like the area between
5 Wirt and not quite up to Antoine is zoned for north to
6 south?

7 A. Yes.

8 Q. Can you confirm that the racial and ethnic
9 composition of the students zoned from north to south
10 there is largely white?

11 A. I don't know that. It is outside of Hilshire
12 Village, however.

13 Q. Does the district contend that it is purely
14 coincidental that the vast majority of the voters and
15 students zoned from the north side of I-10 to the
16 south side of I-10 are white students from white
17 households? For example, Spring Branch Middle School
18 Spring Forest Middle School, Memorial High School,
19 Stratford High School, Hunters Creek Elementary, and
20 Thornwood?

21 MR. CRAWFORD: Objection; form.

22 A. Yeah.

23 Q. (BY MR. ABRAMS) Is that just a coincidence
24 that the vast majority of the students and voters that
25 are moved from the north side to the south side for

1 those schools are white?

2 A. Yes.

3 Q. Does the district advance the theory that it
4 is a proponent of neighborhood schools?

5 A. Yes.

6 Q. Why, if the district advances the theory of
7 neighborhood schools, are students placed in
8 enrollment districts that take them to schools that
9 are physically farther from their home than schools
10 nearby their home?

11 MR. CRAWFORD: Objection; form.

12 A. When an elementary school is built, they
13 consider having students its being built for. And
14 schools aren't built in these perfectly middle of
15 squares and divided out among the school district.

16 And so that very well could be the case,
17 that a person -- that a household could be zoned to a
18 school that's actually further away from a school that
19 could literally be right across the street.

20 Q. (BY MR. ABRAMS) I'm looking at Exhibit 5, the
21 election precinct map which corresponds to the middle
22 school attendance zone map.

23 Do you have that?

24 A. I do.

25 Q. Has the district ever taken into account the

1 racial, ethnic, and socioeconomic characteristics of
2 each of these election precincts and school attendance
3 zones?

4 A. In what regard? I mean, taken into account
5 as election zones?

6 Q. And/or school enrollment zones, the fact that
7 their school enrollment zones where there are white
8 students on the north side of I-10 that could readily
9 be zoned to a school a stone's throw away but
10 nevertheless they're zoned to a white school south of
11 I-10?

12 A. When these boundaries were established, I
13 believe it was based on how many students a school
14 could hold.

15 Q. Have the boundaries of any election precinct
16 or school enrollment zone been the subject of
17 discussion with any of the municipalities in the
18 district?

19 A. Not that I'm aware of.

20 Q. Had the boundaries of any election precinct
21 or school enrollment zone been the subject of
22 discussion with any developers or builders within the
23 district?

24 A. Not that I'm aware of. In knowing my history
25 of working with school districts, when a developer is

1 making decisions on where to build, they want to know
2 the facts about what schools they would go to so that
3 that's what they can start tabbing as they're
4 building.

5 So it's information they need. So I
6 imagine those discussions have happened as different
7 areas have been built up just to make sure that
8 they're -- they know that.

9 Q. Have the boundaries of any election precinct
10 or school enrollment zone been the subject of
11 discussion with any homeowners associations or
12 subdivisions or neighborhood groups?

13 A. Not that I'm aware of.

14 Q. Has the district ever investigated the extent
15 to which the ethnic and racial demographics that
16 differ between the north and south sides of I-10 are
17 the result of restrictive zoning that was adopted in
18 the Memorial Villages when they were incorporated?

19 A. No. We've never investigated that, nor are
20 aware of anything like that.

21 Q. We earlier discussed the fact that the racial
22 and ethnic demographics of the Memorial Villages vary
23 dramatically from the racial and ethnic demographics
24 of the north side of the district, right?

25 A. Yes.

1 Q. Yet the district's never looked into why
2 those patterns exist?

3 A. Not in any way in the sense to educate the
4 students that show up.

5 Q. So is it the district's position that it is
6 ignorant of the cause of the ethnic and racial
7 demographics that vary between the communities on the
8 north and south sides of I-10?

9 MR. CRAWFORD: Objection; form.

10 A. We're aware that there are differences, but
11 why it's happened, no, we don't know.

12 Q. (BY MR. ABRAMS) Has the district ever
13 investigated why the dramatically different
14 demographics exist between the north and south side
15 residential areas of the district?

16 A. In the sense that we know that there's more a
17 lower socioeconomic level on the north side. We also
18 have a lot more apartment complexes and such that
19 would lead to that potential.

20 More families leaving -- living in a
21 closer area and in lower cost housing indicates a
22 lower socioeconomic level. And most of the homes on
23 the south side are more expensive, so that indicates a
24 higher level of socioeconomic, not necessarily deal
25 with race, though.

1 Q. Has the ever investigated the fact that
2 multifamily housing is not permitted under the zoning
3 ordinances of the Memorial Villages, which translates
4 into there not being apartments?

5 A. Wouldn't investigate it. We know that
6 different villages have their own deed restriction,
7 yes.

8 Q. Has the district ever looked at the history
9 of the incorporation of the Memorial Villages, which
10 was in 1954 and 1955, shortly after the United States
11 Supreme Court decision in Brown versus Board of
12 Education, which inte -- which required integration of
13 schools?

14 A. No, has not investigated that.

15 Q. Does the district acknowledge that the
16 Memorial Villages were incorporated in 1954 and 1955?

17 A. Yes.

18 Q. But the district knows nothing about the
19 history or rationale for their incorporation at that
20 time?

21 A. No.

22 Q. Is that correct?

23 A. That's correct.

24 Q. And the district does not claim to have any
25 understanding about the explanation for the racial and

1 ethnic demographics of the residential patterns that
2 vary between the north and south-side communities,
3 correct?

4 A. Correct.

5 Q. What process historically did the district
6 follow when designating early voting locations in the
7 district and what was the rationale for the number and
8 placement of those locations through 2021?

9 A. 2011 and prior, we actually only had one
10 early voting site. It was essential administration
11 building.

12 When we made the change in 2012, it was
13 important to the board because we went from 26 sites
14 down to 7 on election day, to offer some additional
15 sites for early voting to offer the citizens an
16 opportunity.

17 And so they made the decision to choose
18 a location in the west side that would support the
19 west side and one that would support the east side.
20 And that's how this location was picked as well as the
21 one at that Holy Cross Lutheran Church.

22 We also, as part of the agreement with
23 Piney Point, agreed to -- that they would host an
24 early election site at their site, but that was just
25 part of the contract agreement and the very fact that

1 we have to have one with a city or county in order to
2 host those May elections.

3 Q. Did anyone ever discuss the irony of putting
4 a early election site at Piney Point's city hall given
5 that Piney Point city hall is not located in Piney
6 Point and that's why Piney Point has to have its
7 elections at a Spring Branch Independent School
8 District elementary school so it can actually conduct
9 its elections within its own city?

10 A. It was --

11 MR. CRAWFORD: No objection other than
12 to note that that was a mouthful.

13 THE WITNESS: Yes.

14 A. I mean, that --

15 MR. ABRAMS: Just an observation.

16 A. It is, because they actually -- they host
17 meetings and such at our sites too. But yeah.

18 Q. (BY MR. ABRAMS) With reference to Exhibit 5,
19 the election precincts and middle school attendance
20 zones, the west side location you said for the
21 attendance zone was basically near where we are here
22 at the Don Coleman Center?

23 A. Yes.

24 Q. And looking at Exhibit 5, if we look at Dairy
25 Ashford, it's near -- it's between Memorial and I-10

1 on Dairy Ashford, right?

2 A. Correct.

3 Q. And it's in the Spring Forest Middle School
4 zone south of the freeway?

5 A. Yes.

6 Q. Another location is the so-called ad
7 building, now properly known as the Wayne Schaper
8 Leadership Center. And that is located south of I-10,
9 two-thirds of the way to the right, between Echo Lane
10 and Voss on this map. It shows a letter C, I think.

11 A. Yes.

12 Q. So that location likewise is south of I-10,
13 correct?

14 A. Correct.

15 Q. The city of Piney Point Village location on
16 Woodway is not depicted, but it's in fairly -- the --
17 the fairly southernmost portion of the Spring Branch
18 Middle School zone, correct?

19 A. Correct.

20 Q. And then the Holy Cross Lutheran Church is on
21 Westview and it is on the easternmost portion of
22 Westview within Hilshire Village, essentially.

23 Can you pick a -- a landmark on
24 Exhibit 5 that will tell us roughly where the Holy
25 Cross early voting location was?

1 A. A little south and east of 115, the red
2 circle for Valley Oaks.

3 Q. Okay.

4 A. So south and east of that is...

5 Q. And I believe we earlier talked about the
6 fact that's within Hilshire Village, right?

7 A. Correct.

8 Q. So up until the -- and through the 2021
9 election, none of the early voting locations were
10 located among the Landrum, Spring Woods, Northbrook,
11 Spring Oaks Middle School attendance zones and none
12 were located north of I-10 other than the one at
13 Hilshire Village?

14 A. Correct.

15 Q. You indicated there's an intention to put in
16 one more early voting location in 2022?

17 A. Yes.

18 Q. Has the board voted on that?

19 A. No. They'll vote on that in January.

20 Q. When -- when and in what context have
21 discussions occurred about the potential of adding a
22 new early voting location?

23 A. After the 2021 election, after analyzing how
24 many early votes we had, which was well over 5,000
25 votes, when normally it's less than a thousand votes

1 in early election and often around 400 or 500, as well
2 as we heard from, I would say a handful, maybe five
3 different people asking us to add an additional early
4 election site last year, which I couldn't at that
5 point because that decision has already been made
6 based on the historical occurrence of how voting fell,
7 we began to ponder where we would have another early
8 election site.

9 And actually John Knox Presbyterian, the
10 minister from that church that's at Hammerly and
11 Gessner reached out to us and offered their location
12 as a site for early election.

13 And so we went and looked at their room,
14 what they have, and feel that it will be a good fit
15 for us, mainly because I appreciate that it's on
16 Gessner, which would allow for some public
17 transportation, access to -- easier access to -- to
18 people on the northwest side, because that's who we
19 were hearing from, that they were having some
20 difficulties getting to the early election sites.

21 **Q. Did the reports from northwest residents**
22 **about difficulties with early voting sites occur**
23 **before or after the 2021 election?**

24 **A. During.**

25 **Q. During the election?**

1 A. (Nodding head.)

2 Q. And what impact does the district acknowledge
3 limiting access to early voting locations may have on
4 the election?

5 A. We don't believe it limited their access
6 because early elections are over eight different --
7 let me get my numbers right -- eight different days
8 which would -- with the weekends as an opportunity to
9 get to early elections as well as they would have
10 their neighborhood middle schools on the election day
11 to vote on.

12 (Marked Porter Exhibit No. 8.)

13 Q. (BY MR. ABRAMS) What day of the week is the
14 regular election held?

15 A. Saturday.

16 Q. Let me hand you what's been marked as
17 Exhibit 8.

18 Do you recognize this as the notice for
19 the last trustee election --

20 A. Yes.

21 Q. -- indicating the various early voting
22 locations?

23 A. Yes.

24 Q. And those are the locations you indicated
25 were in place from 2012 to 2021?

1 A. Yes.

2 Q. And before that time, there was only one
3 early voting location?

4 A. Correct.

5 Q. And that was at the Wayne Schaper Leadership
6 Center or then the ad building --

7 A. Yes.

8 Q. -- administration building --

9 A. Uh-huh.

10 Q. -- which is also located on the south side --

11 A. Yes.

12 Q. -- of I-10?

13 A. (Nodding head.)

14 Q. So before 2012, there were no early voting
15 locations on the north side of I-10, correct?

16 A. Correct.

17 Q. And after 2012, there's been one early voting
18 location, and that's on the northeast corner of
19 Hilshire Village?

20 A. Correct.

21 Q. Does the district have any knowledge to --
22 about the extent to which can district trustee
23 elections have involved formal or informal candidates
24 slating processes?

25 A. Can you define "slating"?

1 Q. Organized groups that endorse candidates and
2 provide slates of candidate to elect.

3 A. We don't have any knowledge of that. Is that
4 what the question was? I'm sorry.

5 Q. Right.

6 Has the district ever investigated the
7 extent to which in these school board trustee
8 elections there have been formal or informal candidate
9 slating processes where groups endorse candidates?

10 A. We have not investigated it.

11 Q. In the -- does the district have any
12 knowledge of the extent to which there has been
13 candidate slating either formally or informally during
14 trustee elections?

15 A. We have no knowledge.

16 Q. Is the district aware of the extent to which
17 during the period 2011 to 2021 any trustee election
18 has involved in the campaign process overt or subtle
19 racial or ethnic appeals?

20 A. We're not aware of any. I've heard in some
21 recent public comments, I believe it was Noel --

22 Q. Referring to Mr. Lezama?

23 A. Yes.

24 Q. Thanks.

25 A. Mr. Lezama.

1 **Q. Thank you.**

2 A. -- talked to some of that happening during
3 his campaign.

4 And I know he talked with a newspaper
5 reporter. That's all I'm aware of. I don't have any
6 documentation of that happening.

7 If things like that were brought to my
8 attention, we would always recommend that people
9 report that to the appropriate either Secretary of
10 State or Ethics Commission because they're the ones
11 that actually oversee the campaigning process of
12 elections.

13 **Q. Apart from the recent reports by Mr. Lezama**
14 **about racial or ethnic communications during his**
15 **campaign, does the district have any awareness of any**
16 **other campaigns in which similar communications were**
17 **distributed?**

18 A. No, not aware.

19 **Q. Does the district have access to the 2020**
20 **Census and American Community Survey information?**

21 A. I understand it's in the hands of our
22 demographer, but, no, we, ourselves, haven't seen any
23 reports from that census data.

24 **Q. Who is the district's demographer?**

25 A. Davis Templeton, I believe, is the name. I

1 don't know if that's the completely -- there might be
2 another name on the title. I know Ms. Templeton.

3 **Q. Is Davis Templeton, independent of the**
4 **lawsuit, charged with any responsibilities to assist**
5 **the district on demographic matters?**

6 A. They help us with enrollment projections,
7 mainly. That's where we've -- where we've used their
8 data before, what they acknowledge -- you know,
9 they're able to track, you know, what developing --
10 developments are in play, like who has put in permits
11 and things like that, to let us know that homes are
12 being built or apartments are being built to prepare
13 us for influx of kids.

14 **Q. What role, if any, do you understand Davis**
15 **Templeton is currently undertaking to analyze the 2020**
16 **Census or American Community Survey demographic**
17 **information for the district?**

18 A. Primarily to help us with the enrollment
19 trends that are happening. Because our information is
20 provided in the census, like racial breakdown, that
21 could give us some indication of some areas that are
22 starting to grow to ensure that we're prepared to
23 provide, you know, supports that don't necessarily
24 come with the race but might come with other things
25 tied to them, primarily socioeconomic needs.

1 Q. Does the district know what the current
2 percentage of citizenship voting age population for
3 voters in the district is by race and ethnic group?

4 A. No, we don't know that.

5 (Marked Porter Exhibit No. 9.)

6 Q. (BY MR. ABRAMS) Let me hand you what's been
7 marked as Exhibit 9.

8 Exhibit 9 is a document the district produced
9 with Bates No. SBISD 798 titled "Spring Branch ISD
10 10-Year Per Student Cost General Fund."

11 What does this document show?

12 A. This takes the expenditures that happened out
13 of our -- specifically out of our general fund and
14 using the student enrollments at -- on each of those
15 years to determine a per student cost of actual
16 expenditures.

17 Out of that general fund, we've also
18 indicated by highlighting in each year what campuses
19 were considered Title I campuses.

20 Q. Earlier in your testimony, I asked you about
21 Title I campuses.

22 And does Exhibit 9, by its highlighting,
23 tell us all which of the campuses are Title I
24 campuses?

25 A. Yes.

1 Q. And a Title I campus requires that what
2 percentage of the students are eligible for free and
3 reduced lunch?

4 A. At least 45 percent and definitely over
5 50 percent. A campus can fluctuate year to year. And
6 so once they meet Title I standards or once they meet
7 the Title I threshold, they could drop a little bit,
8 you know, if one year just a few less kids fill out
9 the form and then, you know, come back up.

10 But I would say need at least 45 to
11 50 percent of free and reduced lunch.

12 Q. I want to kind of go behind the numbers to
13 understand what differences in funding exist and how
14 general fund dollars are allocated that result in the
15 differences.

16 A. Okay.

17 Q. With reference to the 2019-2020 figures, for
18 example, I see different per student averages.

19 What factors can result in the
20 differential on per student expenditures among the
21 different schools because I assume that all the
22 Title I influences separate and apart from this sheet,
23 right?

24 A. Correct.

25 Q. So Exhibit 9 doesn't reflect any Title I

1 funding, which would flow through campus -- two
2 campuses that have economically disadvantaged
3 students, right?

4 A. Correct.

5 Q. What explanations are there for the per
6 student differentials reflected in Exhibit 9?

7 A. There's several pieces of data that affect
8 that.

9 For one, the actual enrollment of
10 students. When you consider a campus, every campus
11 has to have a principal, for instance. And so more or
12 less students spreads out that cost per student. So
13 definitely the enrollment of students as well as the
14 programs at those campuses.

15 For instance, if you look at an
16 elementary school, Bendwood School --

17 Q. Yes. Sure.

18 A. -- that has very specialized special
19 education programs there. Much, much lower
20 student-teacher ratios and things like that.

21 So they're going to have -- by nature of
22 their programatic happening specific to their campus
23 is going to, you know, produce more dollars there.

24 We also look at specific programs that
25 happen at each campus, CTE programs, for instance, as

1 well as specific special education programs. Not
2 every campus hosts every program there.

3 Another thing we do look at that free
4 and reduced lunch percentage. And if you -- depending
5 on how many kids were reported with an approved free
6 and reduced lunch application, we then give additional
7 staffing and dollars for those -- at those campuses.

8 So a campus with a higher free and
9 reduced lunch percentage by design would receive
10 additional dollars towards staffing or additional --
11 well, towards spending in programs and then additional
12 staffing allocations.

13 Q. And the factors that I've heard so far that
14 would be an explanation for why there are differential
15 per student expenditures start with enrollment.

16 A. Uh-huh.

17 Q. If you have fewer students, then the costs
18 are spread among fewer students. That's one factor,
19 correct?

20 A. Uh-huh.

21 Q. A second -- is that a "yes"?

22 A. Yes.

23 Q. A second factor is there really are some
24 specialized campuses. You used Bendwood as an
25 example, which is not akin to a traditional elementary

1 school?

2 A. Correct.

3 Q. A third factor is there's some campuses where
4 there are specialized programs such as CTE or special
5 ed where the dollars are tracked to that campus, but
6 they correspond to a specialized program?

7 A. Yes.

8 Q. And then the fourth factor is some additional
9 amount allocated to campuses that exceed some
10 threshold for free and reduced lunch children?

11 A. Correct.

12 Q. Is there a per student stipend or per student
13 add-on that corresponds to this fourth factor, the
14 free and reduced lunch?

15 A. Primarily, we see it in the staffing
16 allocations at the high schools where they're based on
17 their the counts. And I -- may not be exact, but I
18 want to say, you know, for every 25 or 30 free and
19 reduced lunch kits, they get an additional staffing
20 unit. Something along that line.

21 Q. So there's some ratio --

22 A. Yes.

23 Q. -- that determines how much additional
24 funding goes to a campus based upon the number of free
25 and reduced lunch children?

1 A. Primarily at the secondary campus, yes.

2 **Q. Are there any other significant factors that**
3 **go into explaining the differential expenditures**
4 **reflected on Exhibit 9 on a per student basis out of**
5 **the general fund other than what you've told me?**

6 A. We also have campuses that are considered
7 catalyst schools. That's our definition of schools
8 that are struggling to meet the requirements by the
9 State to be considered -- passing might be the
10 terminology.

11 And so in some cases we've allocated an
12 additional position or supports at those campuses to
13 help them analyze data to help them ensure kids are
14 getting the specific support on the specific subject
15 that they need.

16 **Q. Where within the system are these budgetary**
17 **and staffing decisions made to reallocate funds from**
18 **the districtwide average?**

19 A. Probably with -- it starts at
20 administratively. We look at the trends and the
21 needs. We look to see what those costs would be.

22 Also, I would say in cohort with the
23 board defining their goals, that's actually -- we
24 watch what the needs are. We look at the board goals.

25 And more than likely, they're often in

1 line in the sense that, for instance, numeracy and
2 literacy, superintendent goals, board goals, focus
3 needs to be made on that.

4 So we've ensured -- you've heard people
5 talk about the federal dollars we've got in the ESSER
6 dollars. Those specifically, quite a bit of it, are
7 very focussed on numerous needs at -- to help the
8 entire district. And then those are assigned to
9 campuses that need that.

10 So the decision, you know, we -- however
11 then have to analyze can we handle the budget costs.
12 That case we specifically had ESSER dollars. In
13 another case, if we didn't have those types of
14 dollars, we would have to analyze our programs and
15 determine what programs aren't as supportive of what
16 we need.

17 So I would say between the
18 administration and the board, the board ultimately
19 approves the budget.

20 Q. Right. I was going to say I know that as a
21 legal matter the board has to approve the budget, but
22 I also suspect as a practical matter administratively
23 you have to roll up to the board level --

24 A. Absolutely.

25 Q. -- with your line items.

1 A. Yes.

2 Q. And those begin with the -- with the
3 administrative staff?

4 A. With the administrative staff down to, I
5 mean, campuses are given their allotments and
6 departments --

7 Q. Okay.

8 A. -- you know, have their requests and bring us
9 their budget.

10 Q. During the period from 2011 to 2021, the last
11 decade, has the district either received or published
12 information about whether it should or shouldn't
13 change its method of elected trustees?

14 A. I know in the recent year there's been
15 various e-mails. I haven't seen them specifically.
16 I've just heard talk about e-mails that board members
17 have received, talking about whether or not -- from
18 both sides of the argument, whether or not we should
19 switch or not, especially tied to once the lawsuit was
20 filed, not really leading up to it.

21 I know, again, going back to that there
22 was a discussion in 2020, obviously with the board,
23 tied to -- I mean, at that time, you know, over that
24 previous year, several school districts in the north
25 side of Texas had been sued basically under this --

1 relatively same premise.

2 I know there's some different facts
3 there. And the board recognized that the diversity of
4 our school district appears to not be literally
5 represented on the school board, and so just wanted to
6 see what the options were to ensure that we were
7 getting that participation.

8 So I know that type of discussion has
9 happened, but other than the more recent comments
10 really tied to the lawsuit, I'm not aware.

11 **Q. Between the time of the 2020 presentation by**
12 **the district's lawyers until the lawsuit, did the**
13 **district undertake any other discussions or**
14 **investigations of whether or not it would consider**
15 **changing its electual [phonetic] system?**

16 A. No. They were waiting for the results from
17 the 2020 Census to determine if the need.

18 **Q. Has the district made any attempt to collect**
19 **and produce the e-mail communications, which you**
20 **indicated it has received, concerning whether or not**
21 **it should change its method of elected trustees?**

22 A. My understanding is there may have been some
23 public information requests that some of those e-mails
24 might have come a part of, but that's all I know.

25 I don't know of any specific collection

1 just for the purposes to see what -- you know, to
2 account for who was supportive or not supportive of
3 changing.

4 **Q. Has the district requested from its trustees**
5 **copies of communications they have received in their**
6 **capacity as trustees concerning whether or not the**
7 **district should change its method of electing its**
8 **trustees?**

9 A. I believe it's -- if it's been requested
10 through public information requests, then those
11 requests have been made; but I don't know, again, of
12 the specific requests.

13 **MR. ABRAMS:** Charles, we'll talk
14 separately about it. We made such a request and we
15 didn't get anything, and so I think there was a
16 suggestion that maybe we needed to define search
17 terms.

18 **MR. CRAWFORD:** My understanding was --

19 **MR. ABRAMS:** You and I can talk about
20 that separately.

21 **MR. CRAWFORD:** Sure. Yeah, that was my
22 understanding, is that Chris was waiting for some
23 search terms from you so that we could -- because
24 apparently there's a large volume of e-mails that
25 might come up. So he was trying to narrow that down.

1 That hadn't happened yet, and we're in the process.

2 MR. ABRAMS: That would be a subject for
3 our discussion.

4 MR. CRAWFORD: Sounds great.

5 MR. ABRAMS: No need to trouble
6 Ms. Porter with that.

7 Q. (BY MR. ABRAMS) I'm now going to turn --
8 actually, let me see. We're almost at the hour mark.
9 And I'm closing in on a series of questions that are
10 going to go back to the allegations in the lawsuit.

11 If you're ready, this might be a good time to
12 take another one of our short breaks and we might be
13 able to close this out after our next break.

14 A. Sounds great.

15 Q. Okay?

16 A. Okay.

17 (Break from 11:23 a.m. to 11:31 a.m.)

18 Q. (BY MR. ABRAMS) Ms. Porter, I now want to
19 visit with you about topics in the notice of
20 deposition that concern some of the factual
21 allegations in the lawsuit and the district's stated
22 position when it answered, just to give you a
23 heads-up.

24 In the defendant's answer, it denied that its
25 election system violates the Voting Rights Act or

1 denies minority voters' rights.

2 My question is: Before the district filed
3 that denial, what investigation and analysis did it
4 do?

5 A. I don't know of a specific investigation or
6 analysis that we did. It was just the belief that we
7 were not denying their rights.

8 Q. Can you confirm that before filing that
9 denial the district did not conduct an investigation
10 into whether or not the allegations were true?

11 MR. CRAWFORD: Objection; form.

12 A. Can you word it again, because I just lost
13 how I would answer that? I'm sorry.

14 Q. (BY MR. ABRAMS) Yes, ma'am.

15 A. The proper word.

16 Q. Yes, ma'am. I'll ask you again.

17 Before the district denied that its
18 conduct violates the Voting Rights Act or denies
19 minority voters rights under that act, can you confirm
20 the district did not conduct any investigation or
21 analysis of that subject?

22 MR. CRAWFORD: Objection; form.

23 A. Yes, I can confirm that.

24 Q. (BY MR. ABRAMS) In Paragraph 8 of the
25 district's answer -- and by the term "district," now

1 I'm referring to the district and its trustees that
2 have been sued in their official capacity --

3 A. Yes.

4 Q. -- with the defendant's answer.

5 The defendants denied that its at-large
6 system was the reason that the plaintiff lost in the
7 most recent election.

8 Before making that denial, can you
9 confirm that the district did not conduct any
10 investigation or analysis of that allegation?

11 MR. CRAWFORD: Objection; form.

12 A. We did not do any investigation.

13 Q. (BY MR. ABRAMS) In the defendant's answer,
14 the district denied that its elections involve
15 racially polarized voting.

16 Can you confirm that before the district
17 denied that allegation it did not conduct any
18 investigation or analysis of the truth or falsity
19 of -- of that fact?

20 MR. CRAWFORD: Objection; form.

21 A. We did not do any investigation.

22 Q. (BY MR. ABRAMS) In Paragraph 48 of its
23 answer, the district denied that Spring Branch's
24 neighborhoods evidence a history of residential
25 segregation and racial conflict.

1 Before denying that, did the district conduct
2 any investigation or analysis of whether that fact is
3 true?

4 MR. CRAWFORD: Objection; form.

5 A. We had no history. We -- we knew of no
6 history of that happening, so we did not do any
7 additional investigation.

8 Q. (BY MR. ABRAMS) Does the district know one
9 way or the other whether in the school board elections
10 during the 10-year period 2011 to 2021 involved a
11 majority of its white voters supporting different
12 candidates than did the majority of its Hispanic and
13 African-American voters?

14 A. We did not know that.

15 Q. Don't know one way or the other?

16 A. Correct.

17 Q. Maybe happened, maybe didn't happen?

18 A. That's correct.

19 Q. And the district's not investigated whether
20 or not that happened?

21 A. Correct.

22 Q. Has the district investigated whether or not
23 in the most recent school board trustee election in
24 2021 the majority of the white voters supported the
25 white candidates and that amount exceeded the number

1 of white voters who supported the plaintiff?

2 A. We have --

3 MR. CRAWFORD: Objection; form.

4 A. We have not investigated that.

5 Q. (BY MR. ABRAMS) Might be true, might not be
6 true? District doesn't know?

7 A. We do not know.

8 Q. In Paragraph 53 of the defendant's answer,
9 the defendants denied that district elections are
10 deeply racially polarized.

11 Before denying that allegation, had the
12 district conducted any investigation or analysis of
13 whether or not that allegation was true?

14 MR. CRAWFORD: Objection; form.

15 A. No.

16 Q. (BY MR. ABRAMS) In Paragraph 58 of the
17 defendant's answer, the defendants denied that the
18 district has enacted any barriers to voting.

19 Before making that denial, had the district
20 conducted any investigation or analysis of whether or
21 not that allegation is true?

22 MR. CRAWFORD: Objection; form.

23 A. No.

24 Q. (BY MR. ABRAMS) Does the district
25 acknowledge that the location of its early voting

1 sites provides an impediment to voters on the north
2 side of the district to vote -- early vote?

3 A. Based on responses or comments I received
4 during this election, I realized I would be better
5 serving the voters of the district if I put another
6 one on the northwest side. But going into the
7 election, we did not believe that was an impediment.

8 Q. Does the district acknowledge that the
9 location of its early voting sites has an impact on
10 voter turnout?

11 A. I don't know.

12 Q. In Paragraph 75 of the defendant's answer,
13 the district made the statement that single-member
14 districts can promote balkanization of a school
15 district by electing trustees who are only focused on
16 the interest of the constituents of their smaller
17 single-member districts and not necessarily on the
18 overall good of the school district.

19 Before making that statement and its
20 answer, had the district investigated whether or not
21 the existing body of social science research
22 contradicts that statement?

23 MR. CRAWFORD: Objection; form.

24 A. Nothing scientific. No scientific
25 investigation. The -- there's fear -- an underlying

1 fear in all school districts that that potentially can
2 happen with single-member districts.

3 Q. (BY MR. ABRAMS) What analysis has the
4 district ever conducted to determine whether in school
5 districts with single-member districts that negative
6 effect has occurred?

7 A. No investigation.

8 Q. What, then, was the source of this fear that
9 the district voiced in its answer that single-member
10 districts might have negative impacts?

11 MR. CRAWFORD: Objection; form.

12 A. No specific source. Just the belief that
13 they represent the entire district as the board stands
14 now at the at-large.

15 It was more a strong belief that the
16 at-large system can support and represent the entire
17 district.

18 Q. (BY MR. ABRAMS) In Paragraph 75 of its
19 answer, the defendants claim that there are, quote,
20 sound nonrace-based policy reasons for maintaining
21 at-large voting systems, close quote.

22 What are those sound nonbased -- nonrace-based
23 policy reasons?

24 A. Can you repeat that question?

25 Q. In Paragraph 75 of the defendant's answer, it

1 **stated that --**

2 A. Is that -- I'm sorry, is that on this, so I
3 can read it as you say it?

4 Q. Sure. If you look at Topic 38, if I've
5 accurately created my notes.

6 A. Yes. I'm sorry.

7 Q. Are you with me, Topic 38?

8 A. Yes.

9 Q. I'm asking you about the last part of that
10 topic, which is the assertion by the defendants that
11 there are, quote, sound nonrace-based policy reasons
12 for maintaining at-large voting systems.

13 What's the factual basis for the
14 district's position?

15 A. That everybody who is a voting citizen has
16 the right to vote for whoever they want to and
17 regardless of race throughout the district at every
18 election.

19 That is not limited to only certain
20 elections. And that's because we are an at-large
21 system.

22 Q. Does the district acknowledge, in light of
23 its awareness of litigation involving other Texas
24 school districts, that the Voting Rights Act assures
25 that the voting strength of its minority voters is not

1 to be diluted by the majority?

2 A. Yes, they understand that.

3 Q. Does the district acknowledge that there are
4 sound policy reasons for adopting a single-member
5 district plan as has been the case in various other
6 Texas school districts?

7 MR. CRAWFORD: Objection; form.

8 A. Single-member districts would ensure that
9 specific minority groups have an opportunity to be
10 represented as required by the Texas voters' rights.

11 Q. (BY MR. ABRAMS) So the district acknowledges
12 that there are also sound policy reasons for adopting
13 a single-member plan just as there are some policy
14 reasons that support maintenance of an at-large plan?

15 MR. CRAWFORD: Objection; form.

16 Q. (BY MR. ABRAMS) Correct?

17 A. Correct.

18 Q. And one of the policy reasons supporting the
19 adoption of single member plans is that those plans
20 may allow minority voters references to be better
21 reflected in the election results?

22 MR. CRAWFORD: Objection; form.

23 A. That's possible. Correct.

24 Q. (BY MR. ABRAMS) In Paragraph 76 of the
25 defendant's answer, the defendants denied that its

1 system for electing trustees dilutes the voting
2 strength of racial or language minorities.

3 Before making that denial, what investigation
4 or analysis had the district conducted to determine
5 whether or not that allegation was true?

6 MR. CRAWFORD: Objection; form.

7 A. No investigation.

8 Q. (BY MR. ABRAMS) In Paragraph 79 of the
9 defendant's answer, the district denied that it had
10 done anything which gave the Latino community or any
11 other minority citizens less of an opportunity to
12 participate in the political process, before making
13 that denial what investigation or analysis had the
14 district conducted of that allegation to determine
15 whether or not it's true?

16 MR. CRAWFORD: Objection; form.

17 A. No specific investigation.

18 Q. (BY MR. ABRAMS) Do you believe you've
19 understood my questions here today except for when you
20 told me you didn't?

21 A. Yes.

22 Q. And when you told me you didn't, did I work
23 with you until I asked you a question that you did
24 understand?

25 A. Yes.

1 **Q.** Are there any of your answers on behalf of
2 the district that you would like to change or correct
3 at this time?

4 **A.** Not at this time.

5 **Q.** Okay.

6 **MR. ABRAMS:** At this time I have no
7 further questions.

8 And I thank you for your courtesy.

9 **THE WITNESS:** Thank you.

10 **MR. CRAWFORD:** Thank you. We -- we will
11 reserve our questions.

12 **MR. ABRAMS:** Okay.

13 (The deposition concluded at 11:45 a.m.)
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WITNESS CORRECTIONS AND SIGNATURE.

Please indicate changes on this sheet of paper, giving the change, page number, line number and reason for the change. Please sign each page of changes.

PAGE/LINE	CORRECTION	REASON FOR CHANGE
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7/3 Certain of these questions - clarify.

17/17 Buford Beauport correct spelling

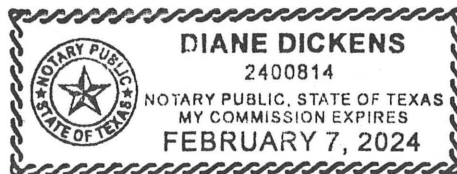
60/10 essential central correction:

09/2 I know Ms. Templeton wasn't said

74/19 ~~Kits~~ Kids correction

7/4/17 their ~~the~~ counts corrected


CHRISTINE PORTER



Diane Dickens
Diane Dickens, notary
Feb. 7, 2024

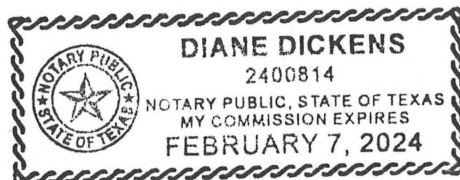
S I G N A T U R E O F W I T N E S S

I, CHRISTINE PORTER, solemnly swear or affirm
under the pains and penalties of perjury that the
foregoing pages contain a true and correct transcript
of the testimony given by me at the time and place
stated with the corrections, if any, and the reasons
therefor noted on the foregoing correction page(s).



CHRISTINE PORTER

Job 70024



Diane Dickens
Diane Dickens, notary
Feb. 7, 2024

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IN THE UNITED STATES DISTRICT COURT
COURT FOR THE SOUTHERN
DISTRICT OF TEXAS HOUSTON DIVISION

VIRGINIA ELIZONDO,
Plaintiff,

V.

Civil Action No. 4:21-CV-01997

SPRING BRANCH
INDEPENDENT SCHOOL
DISTRICT, ET AL.,
Defendants.

REPORTER'S CERTIFICATION
ORAL DEPOSITION OF CHRISTINE PORTER
DECEMBER 28, 2021

I, Mendy A. Schneider, a Certified Shorthand
Reporter in and for the State of Texas, hereby certify
to the following:

That the witness, CHRISTINE PORTER, was duly sworn
by the officer and that the transcript of the oral
deposition is a true record of the testimony given by
the witness;

That the deposition transcript was submitted on
_____, 2022, to the witness, or to the
attorney for the witness, for examination, signature,
and return to Worldwide Court Reporters, by
_____, 2022;

That the amount of time used by each party at the
deposition is as follows:

MR. ABRAMS - 01:19:22

1 That pursuant to information given to the
2 deposition officer at the time said testimony was
3 taken, the following includes counsel for all parties
4 of record:

5 MR. BARRY ABRAMS AND MR. MARTIN GOLANDO,
Attorneys for Plaintiff.

6 MR. CHARLES J. CRAWFORD, Attorney for
Defendants.

7
8 I further certify that I am neither counsel for,
9 related to, nor employed by any of the parties or
10 attorneys in the action in which this proceeding was
11 taken, and further that I am not financially or
12 otherwise interested in the outcome of the action.

13 Further certification requirements pursuant to
14 Rule 203 of TRCP will be certified to after they have
15 occurred.

16 Certified to by me this _____.

17
18
19
20 Mendy Schneider
Mendy A. Schneider, CSR NO. 7761
21 Expiration Date: 1-31-2023
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FURTHER CERTIFICATION UNDER RULE 203 TRCP

The original deposition was _____ was not _____
returned to the deposition officer on _____,
2022.

If returned, the attached Corrections and
Signature page contains any changes and the reasons
therefor;

If returned, the original deposition was delivered
to MR. BARRY ABRAMS, Custodial Attorney;

That \$_____ is the deposition officer's charges
to the Attorney for Plaintiff, MR. BARRY ABRAMS, TBA#
00822700, for preparing the original deposition
transcript and any copies of exhibits;

That the deposition was delivered in accordance
with Rule 203.3, and that a copy of this certificate
was served on all parties shown herein and filed with
the Clerk.

Certified to by me this _____.

Mendy A. Schneider, CSR NO. 7761
Expiration Date: 1-31-2023

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EXHIBIT "A"

DEFINITIONS

1. "Person" means the plural as well as the singular and includes any natural person or business, legal or governmental entity or association.

2. "Plaintiff" means Plaintiff Virginia Elizondo named in the document titled "Plaintiff's First Amended Complaint" (Dkt.#2 in the case styled *Elizondo v. Spring Branch Independent School District, et al.*), the party's abbreviated name, a pronoun referring to the party, and, where applicable, her employees, partners, or agents acting or purporting to act on her behalf with respect to any of the subjects identified in this Deposition Notice.

3. "Defendants" means Spring Branch Independent School District, each of its Trustees in their official capacities, and all representatives, employees, agents, or officers of those designated in the caption of this cause acting or purporting to act on their behalf with respect to any matter inquired about in these Requests for Production.

4. "You" or "your" or "yours" means Defendant SBISD and each of its Trustees in their official capacities, their members, attorneys, agents, representatives, and where applicable, SBISD officers, directors, employees, partners, corporate parent, subsidiaries, or affiliates acting or purporting to act on their behalf with respect to any matter inquired about in the Requests for Production, or any person on their behalf.

5. The term "Lawsuit" means the case styled *Elizondo v. SBISD, et al*, Cause No. 4:21-CV-01997, in the United States District Court for the Southern District of Texas, Houston Division.

6. The term "Complaint" means the Plaintiff's First Amended Complaint, in the case styled the case styled *Elizondo v. SBISD, et al*, Cause No. 4:21-CV-01997, in the United States District Court for the Southern District of Texas, Houston Division.

7. Any reference to an individual person, either singularly or as part of a defined group, includes, where applicable, that person's past and present agents, legal representatives, non-legal representatives, personal representatives, attorneys, employees, heirs, successors, and assigns, and also includes individuals and entities who act, have acted, purport to act, or have purported to act on behalf of such individual person.

8. The singular includes the plural and vice versa.

9. The masculine gender includes the feminine and vice versa.

10. All other terms are to be interpreted in accordance with their normal usage in the English language.

EXAMINATION TOPICS

1. The claims and factual allegations in the Complaint and Defendants' Original Answer to Plaintiff's First Amended Complaint.

2. Whether there is any past history of official discrimination in SBISD, the City of Houston, the Cities of Hunters Creek Village, Piney Point Village, Bunker Hill Village, Hedwig Village, the Spring Valley Village, Hilshire Village, Harris County, or the State of Texas, concerning the right of the members of a minority group to register, to vote, or otherwise participate in the democratic process, and any SBISD investigation into and knowledge about whether any such history exists. The term "past history of official discrimination" refers to any prior official customs, policies or practices of a government entity adversely affecting the rights of any minority group members.

3. Whether past voting in the elections of SBISD, the City of Houston, the Cities of Hunters Creek Village, Piney Point Village, Bunker Hill Village, Hedwig Village, the City of Spring Valley Village, Hilshire Village, Harris County, or the State of Texas has been racially or ethnically polarized, and any SBISD investigation into and knowledge about whether any such polarization has existed. The term "racially polarized" means that there is a consistent relationship between the race or ethnicity of the voter and the way in which the voter votes and that white voters and minority voters vote differently.

4. The process by which SBISD has chosen to use election precincts based upon middle school attendance zones during the period from 2011-2021, and the rationale for that decision.

5. The process by which SBISD has chosen early voting locations and the rationale for those decisions during the period from 2011-2021.

6. The extent to which SBISD trustee elections have involved formal or informal candidate slating processes during the period from 2011-2021 and any SBISD investigation into and knowledge about any such processes.

7. The extent to which past SBISD trustee elections during the period from 2011-2021 have involved any overt or subtle racial or ethnic appeals, and any SBISD investigation into and knowledge about any such appeals. The term "overt or subtle racial or ethnic appeals" means communications that tend to disparage a political candidate on the basis of his or her membership in an identifiable racial or ethnic group.

8. All investigations conducted by SBISD to determine whether any Hispanics, Latinos, or Mexican-Americans have ever been elected to public office in SBISD.

9. All investigations by SBISD to determine whether any African Americans have ever been elected to public office in SBISD.

10. All investigations by SBISD to determine whether any residents of Asian American heritage have ever been elected to public office in SBISD.

11. The results of SBISD trustee elections from 2011-2021.

12. The contents of demographic data from the 2020 Census and American Community Survey regarding the ethnicity and races of voters within SBISD and any SBISD investigation into and knowledge about that data.

13. The current Citizenship Voting Age Population of voters in SBISD, the race and ethnicity of all such voters, and any SBISD investigation into and knowledge about that data.

14. SBISD investigations into and knowledge about socio-economic disparities existing between Anglo and minority students in SBISD for the period 2011-2021.

15. All complaints SBISD has received about alleged instances of racial or ethnic discrimination affecting students, residents or employees within SBISD, and SBISD investigations into and knowledge about any such complaints of alleged racial or ethnic discrimination.

16. The processes by which SBISD has developed and established its student school attendance zones, including the racial, ethnic and socio-economic characteristics of each such attendance zone and the rationale for each such zone.

17. The most recent available State mandated academic assessment results on a per school basis for each SBISD campus.

18. The most recent available data about SBISD expenditures on a per-student basis for Title I and non-Title I schools in SBISD, excluding Title I funds

19. The racial and ethnic composition of the students on each SBISD campus during the period from 2011-2021.

20. The racial and ethnic composition of the teachers, administrative staff and employees on each SBISD campus during the period from 2011-2021.

21. The racial and ethnic composition of SBISD employees who are neither teachers nor administrators for SBISD during the period from 2011-2021.

22. The racial and ethnic composition of all SBISD employees working at The Wayne F. Schaper, Sr., Leadership Center during the period from 2011-2021.

23. The racial and ethnic composition of district-wide SBISD administrative staff during the period from 2011-2021.

24. The racial and ethnic composition of certified peace officers in the SBISD police department during the period from 2011-2021.

25. The provision and assessment of bilingual educational services to SBISD students during the period from 2011-2021, including any analyses of the success or lack of success of such programming.

26. How and the extent to which SBISD has implemented the use of deputy student registrars allowed by TEX. ELEC. CODE §13.046 during the period from 2011-2021.

27. All communications received by SBISD or published by SBISD during the period from 2011-2021 concerning whether or not SBISD should change its method of electing school board trustees.

28. Any investigation that SBISD has conducted during the period from 2011-2021 concerning whether or not SBISD should change its method of electing school board trustees.

29. All communications exchanged by, between, among, or sent by or received from a SBISD trustee with any other person concerning changing SBISD's method of electing school board trustees, during the period 2011-2021.

30. The factual basis for the allegation in paragraph 3 of Defendants' answer (Dkt. #8) which states, "Defendants ... deny that the District's election system violates the Voting Rights Act or has denied minority voters any right protected by the Voting Rights Act," including any investigation and analysis that SBISD claims supports that allegation.

31. The factual basis for the allegation in paragraph 8 of Defendants' answer (Dkt. #8) which states, "The Defendants deny that the at-large system was the reason for [Plaintiff's] losses.[in SBISD elections]," including any investigation or analysis that SBISD claims supports that allegation.

32. The factual basis for the allegation in Defendants' answer (Dkt. #8) that voting in SBISD school board trustee elections has not involved a pattern of racially-polarized voting, including any investigation or analysis that SBISD claims supports that allegation.

33. The factual basis for SBISD's allegation in paragraph 48 of its answer (Dkt. #8) which states, "the Defendants deny that SBISD's neighborhoods evidence a history of residential segregation and racial conflict," including any investigation or analysis that SBISD claims supports that allegation.

34. Whether in SBISD school board trustee elections during the period 2011-2021 the majority of its Anglo voters supported different candidates than did the majority of its Hispanic and African-American voters.

35. Whether in the most recent SBISD school board trustee election the majority of Anglo voters supporting the Anglo candidate and that amount exceeded the number of Anglo voters who supported Plaintiff.

36. The factual basis for the allegation in paragraph 53 of Defendants' answer (Dkt. #8) which states, "the Defendants deny that elections in SBISD are deeply racially polarized," including any investigation or analysis that SBISD claims supports that allegation.

37. The factual basis for the allegation in paragraph 58 of Defendants' answer (Dkt. #8) which states, "the Defendants affirmatively state that the District has not enacted any barriers to voting," including any investigation or analysis that SBISD claims supports that allegation.

38. The factual basis for, investigation of and any analyses on which SBISD purports to rely in support of the allegations in paragraph 75 of Defendants' answer (Dkt. #8) which states, "single-member districts can promote the Balkanization of a school district, by electing trustees who are only focused on the interests of the constituents of their smaller single-member district, and not necessarily on the overall good of the school district. The Defendants assert that there are sound non-race-based policy reasons for maintaining at-large voting systems."

39. The factual basis for, investigation of and any analyses on which SBISD purports to rely in support of the allegation in paragraph 76 of Defendants' answer (Dkt. #8) which states, "Defendants specifically deny that the District's electoral system dilutes the voting strength of racial or language minorities."

40. The factual basis for, investigation of and any analyses on which SBISD purports to rely in support of the allegation in paragraph 79 of Defendants' answer (Dkt. #8) which states, "the Defendants specifically deny that anything the District has done gives the Latino community or any other minority citizens less of an opportunity to participate in the political process."

41. Whether SBISD received or is aware of any citizen complaints concerning the manner in which it conducted school board trustee elections during the period from 2011-2021.

42. Whether SBISD has received any complaints of disparate disciplinary treatment of minority students during the period from 2011-2021 and any investigations or analyses of the merits of any such complaints.



Spring Branch Independent School District
Inspiring minds. Shaping lives.

There's so much to be proud of in SBISD!

We believe a great school system:

Builds on the strengths and gifts of Every Child;

Provides students from poverty the same opportunity for success after high school as students from non-poverty homes;

Instills in Every Child the belief that they can achieve more than they think possible; and,

Ensures that every adult in the system is committed to the successful completion of some form of higher education for Every Child.

Learn more:

www.springbranchisd.com

955 Campbell Road, Houston, Texas 77024
713.464.1511

Our Values



Every Child

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education



Collective Greatness

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger



Collaborative Spirit

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best



Limitless Curiosity

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential



Moral Compass

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Our Priorities

We're focusing on literacy, numeracy, social-emotional learning, career and technical education (CTE) and digital expansion.

Our District



33,536
Students enrolled



47
Schools



70+
Languages spoken

Diversity makes us stronger. #CollectiveGreatness

As of 10-12-21

Our Students



- 1,694 Pre-K
- 13,979 Elementary
- 7,499 Middle
- 10,051 High

Our Bond

We've had a strong start to the 2021-22 school year. We welcomed students back to two newly-rebuilt campuses, Hunters Creek Elementary School and Landrum Middle School. These projects and other rebuilds and facilities upgrades are possible because of voter support for our **\$898 million 2017 Bond program**.

springbranchisd.com/bond

Demographics



58% Economically Disadvantaged
37% English Learners

As of PEIMS 2020-21



- 59% Hispanic
- 27% White
- 7% Asian
- 5% African American
- 2% Other

SBISD

2

28-Dec-2021

M. Schneider, CSR, PPR

2010 – 2021 List/Names of all Candidates

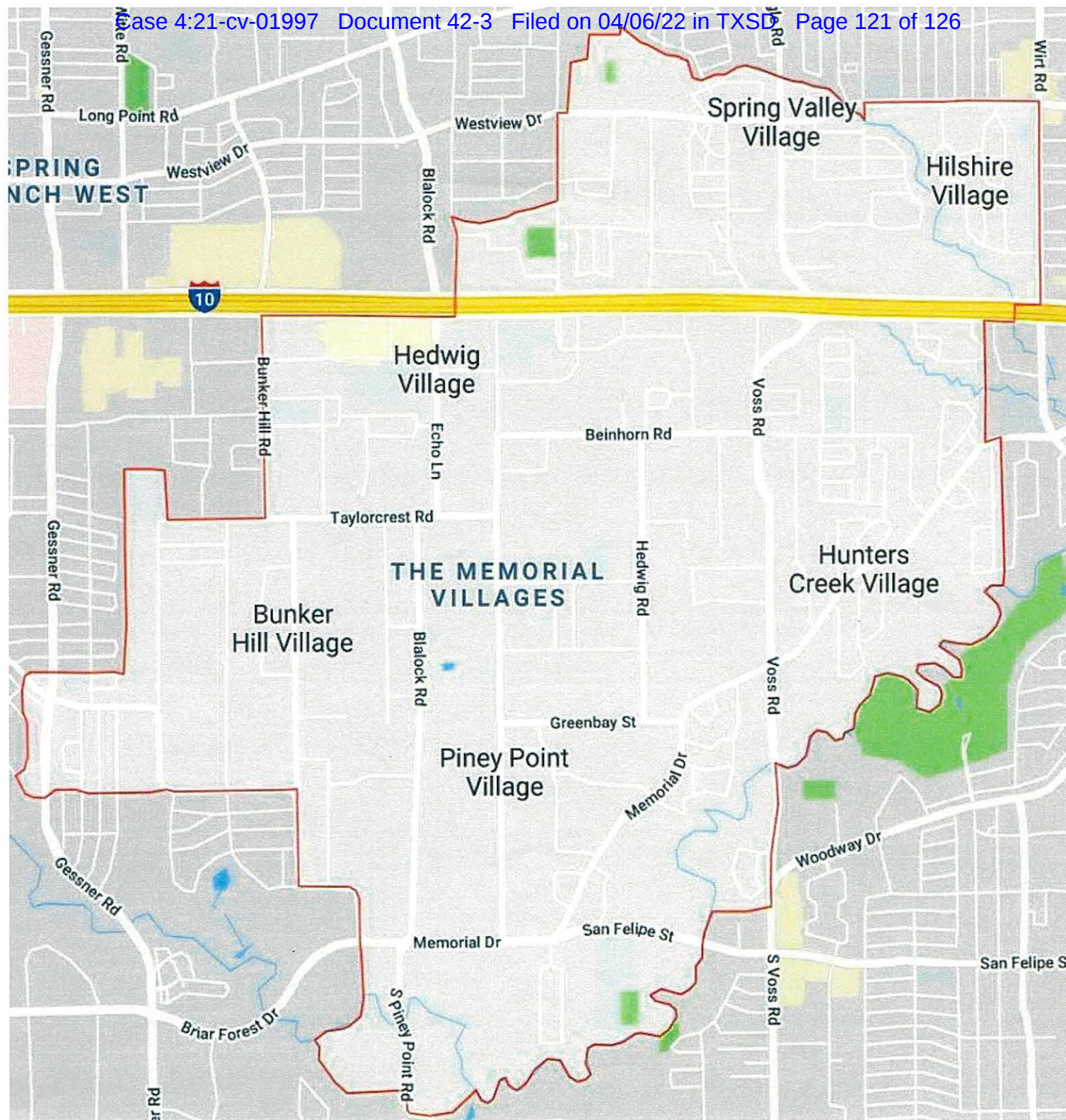
Year	Trustee Position	Name of Candidate
2010	5 6 7	Bob Stevenson Pam Goodson Susan Mathews Mike Falick
2011	1 2	Wayne F. Schaper, Sr. Michael Hawkins Mary Grace Landrum
2012	2 (2yrs. Unexpired term) 3 4	Kelly Tronzo Chris Gonzalez Katherine L. Dawson Kay Overly Peebles Eric Charles Waligura Chris Vierra
2013	5 6 7	Bob Stevenson Pam Goodson John Buchanan Karen Peck
2014	Election Cancelled	
2015	3 4	Katherine L. Dawson Craig Adams Virginia Elizondo Chris Vierra
2016	5 6 7	J. Carter Breed Julie Jaehne Pam Goodson Karen Peck
2017	1 2	Josef D. Klam Mary Curry Mettenbrink Chris Gonzalez
2018	3 4	Minda Caesar Noel Lezama Chris Vierra
2019	5 6 7	David E. Lopez J. Carter Breed Pam Goodson Karen Peck
2020	Election Cancelled	
2021	3 4	Minda Caesar Christopher Earnest Virginia Elizondo

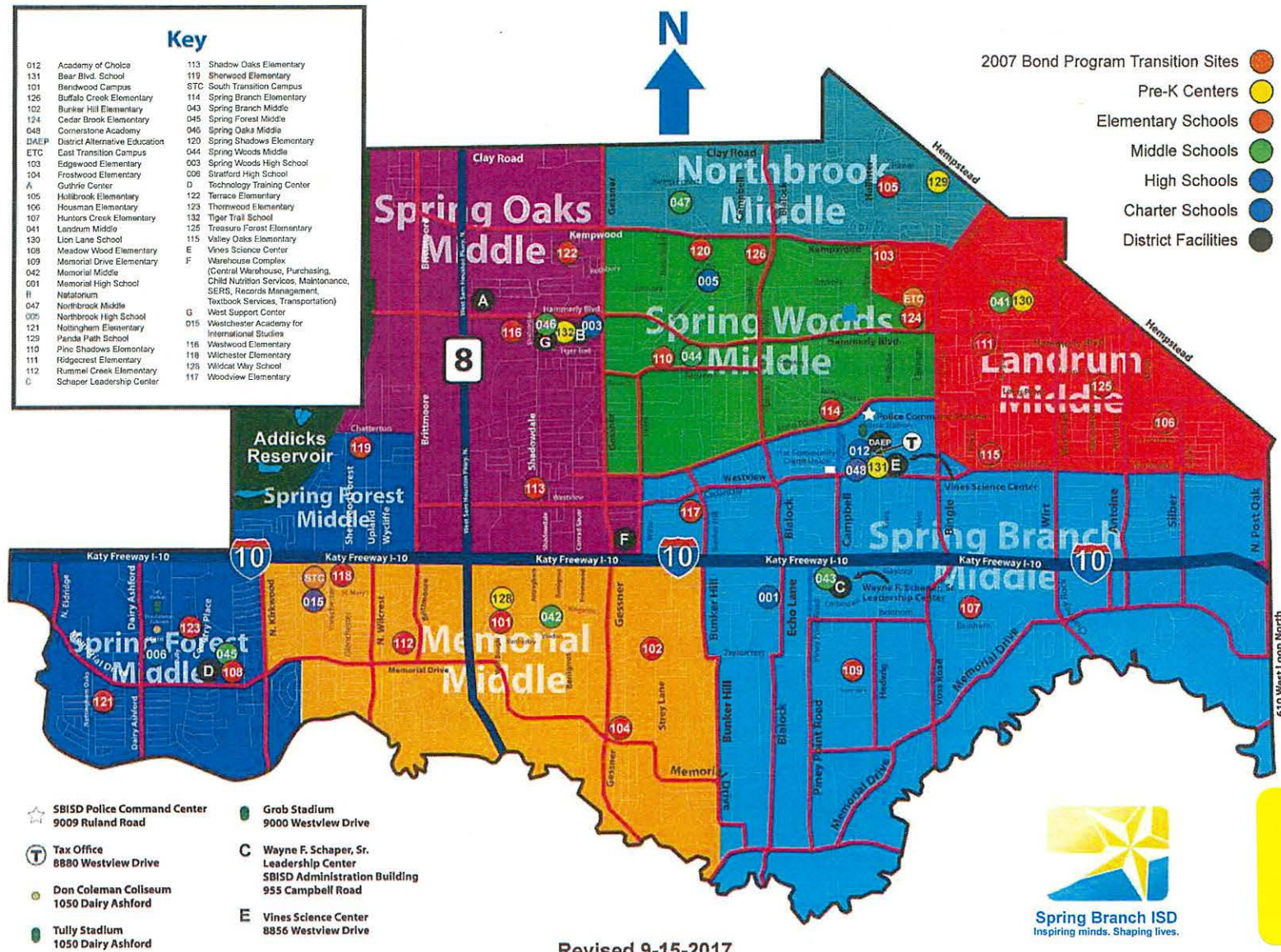
SBISD

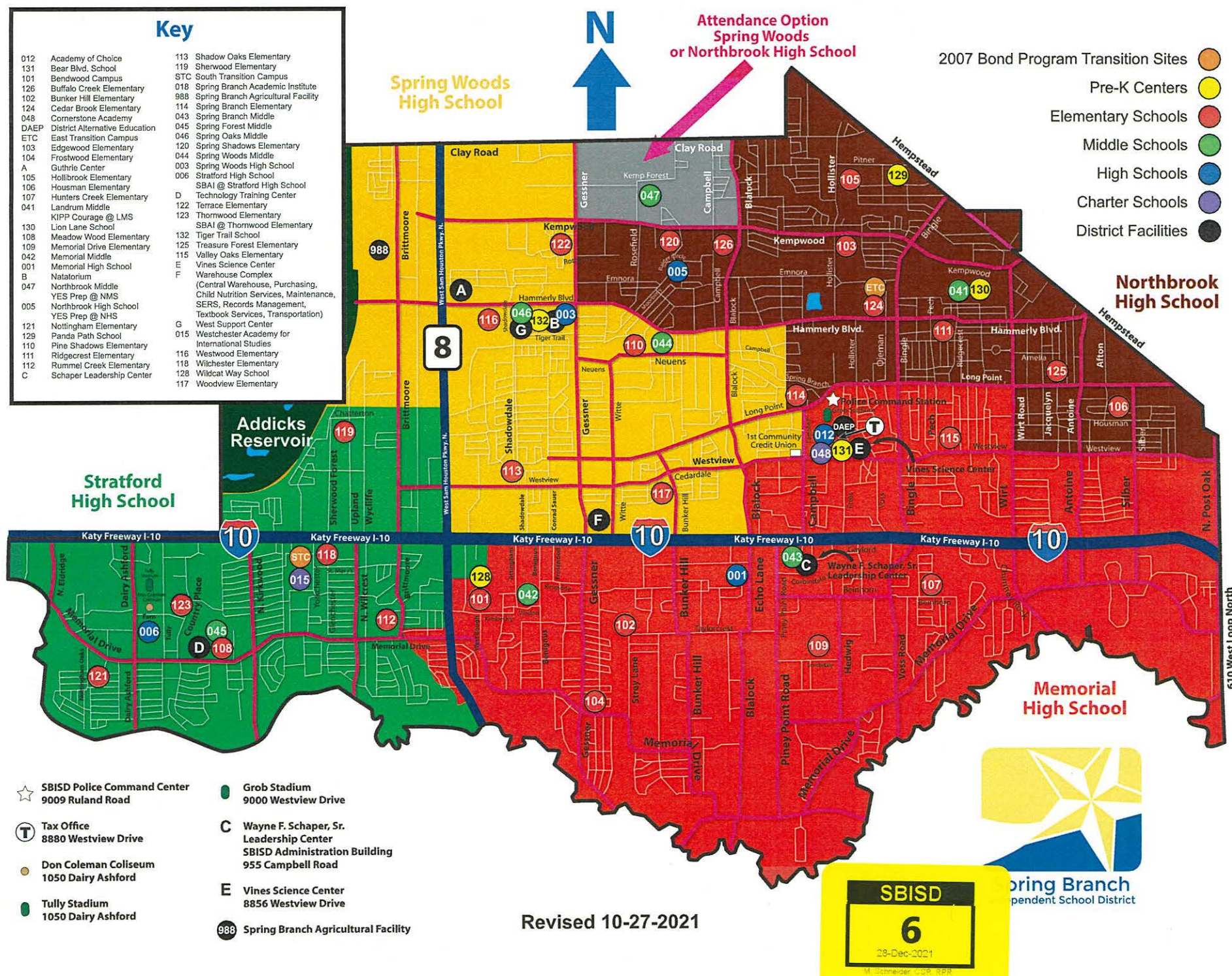
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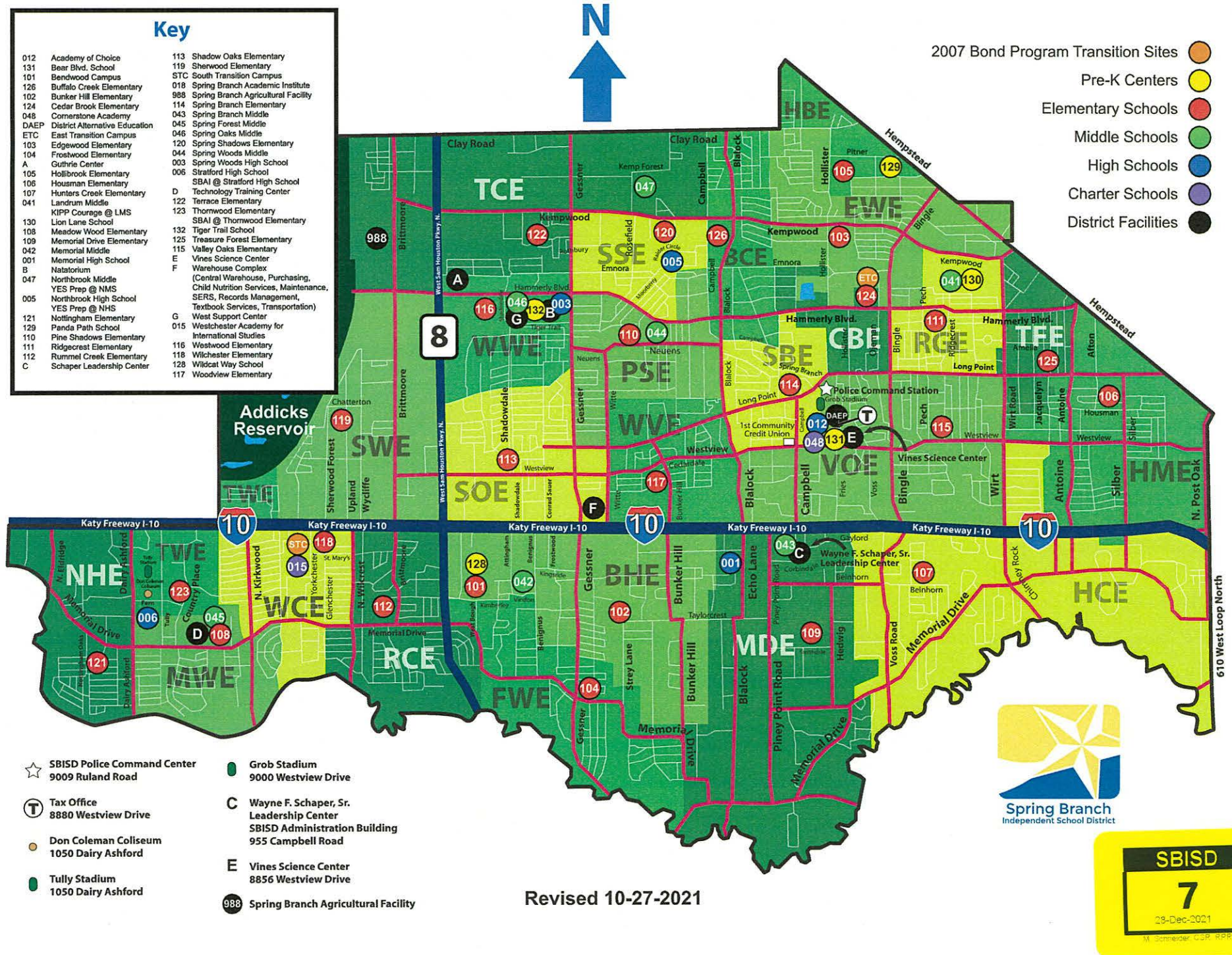
28-Dec-2021

M. Schneider, CCR, RPR









**NOTICE OF SCHOOL TRUSTEE ELECTION
SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
MAY 1, 2021**

A general election shall be held for and within the Spring Branch Independent School District on May 1, 2021, between 7:00 a.m. and 7:00 p.m. The General Election is for the purpose of electing two trustees to the Board for regular three-year terms in Position Nos. 3 and 4. The person elected to each Trustee Position shall be that candidate for each Position who receives the highest number of the votes cast for that Position. On Election Day, May 1, 2021, voters must vote in the precinct in which they are registered to vote. SBISD precincts correspond with middle school attendance zones. Information concerning your voting precinct may be accessed on the District's website at www.springbranchisd.com. The Election on May 1, 2021, will be held jointly with the City of Piney Point Village. The City of Piney Point Village has cancelled their election.

Early Voting

Early voting will begin on April 19, 2021 and continue through April 27, 2021, and will be held at the following locations and times:

**Early Voting Locations
April 19 – April 27, 2021**

Wayne F. Schaper, Sr. Leadership Center 955 Campbell Rd. - Board Room Houston, TX 77024	April 19 - April 23	7:00 am – 7:00 pm
	Saturday, April 24	8:00 am – 12:00 pm
	April 26 – April 27	7:00 am – 7:00 pm
Don Coleman Community Coliseum 1050 Dairy Ashford – Home Dressing Room Houston, TX 77079	April 19 - April 23	7:00 am – 7:00 pm
	Saturday, April 24	8:00 am – 12:00 pm
	April 26 – April 27	7:00 am – 7:00 pm
Holy Cross Lutheran Church 7901 Westview – Youth Room Houston, TX 77055	April 19 – April 23	7:00 am – 7:00 pm
	Saturday, April 24	8:00 am – 12:00 pm
	April 26 – April 27	7:00 am – 7:00 pm
City of Piney Point Village 7676 Woodway Suite #300 Houston, TX 77063	April 19 – April 23	8:00 am – 4:00 pm
	April 26 – April 27	7:00 am – 7:00 pm
	(no voting at this location on Saturday)	



Spring Branch ISD
10 Year per Student Cost
General Fund

Actual - Mid Year by Fund by Campus/Org

County-District Number: 101920 District Name: SPRING BRANCH ISD

Title | Campuses

Campus/Org	2010 - 2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Unaudited 2020-2021
101920001 - MEMORIAL H S	\$ 5,117.40	\$ 4,785.86	\$ 5,048.33	\$ 4,997.42	\$ 5,065.56	\$ 5,166.02	\$ 5,193.13	\$ 5,055.04	\$ 5,316.65	\$ 5,530.47	\$ 5,670.37
101920003 - SPRING WOODS H S	\$ 6,180.16	\$ 5,325.81	\$ 5,305.45	\$ 5,493.85	\$ 5,599.29	\$ 5,598.40	\$ 5,908.68	\$ 5,965.77	\$ 6,128.11	\$ 6,548.32	\$ 7,052.09
101920005 - NORTHBROOK H S	\$ 5,715.27	\$ 5,357.61	\$ 5,278.65	\$ 5,644.66	\$ 5,531.33	\$ 5,563.36	\$ 6,281.96	\$ 6,503.79	\$ 6,662.48	\$ 8,402.79	\$ 8,028.28
101920006 - STRATFORD H S	\$ 5,840.32	\$ 5,381.87	\$ 5,038.94	\$ 5,612.28	\$ 5,662.73	\$ 5,284.36	\$ 5,417.91	\$ 5,512.35	\$ 5,729.96	\$ 5,875.23	\$ 5,880.79
101920014 - WESTCHESTER ACADEMY FOR INTERNATIONAL STL	\$ 6,788.86	\$ 6,118.55	\$ 6,573.65	\$ 6,617.14	\$ 6,620.94	\$ 6,432.24	\$ 6,538.09	\$ 6,378.12	\$ 6,644.58	\$ 7,061.81	\$ 7,486.97
101920016 - ACADEMY OF CHOICE	\$ -	\$ -	\$ 108,160.00	\$ 11,228.92	\$ 16,864.51	\$ 15,528.08	\$ 12,809.71	\$ 12,542.87	\$ 15,675.34	\$ 17,670.94	\$ -
101920018 - SPRING BRANCH ACADEMIC INSTITUTE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,171.10	\$ 10,818.55	\$ 10,368.89	\$ 9,767.48	\$ 9,515.74	\$ 10,761.91
101920041 - LANDRUM MIDDLE	\$ 6,951.10	\$ 5,924.51	\$ 5,495.11	\$ 6,083.53	\$ 6,331.27	\$ 6,778.48	\$ 6,763.71	\$ 6,900.19	\$ 6,938.34	\$ 7,609.98	\$ 8,388.48
101920042 - MEMORIAL MIDDLE	\$ 4,916.38	\$ 4,329.47	\$ 4,490.50	\$ 4,326.72	\$ 4,549.93	\$ 4,605.73	\$ 4,724.51	\$ 4,920.87	\$ 5,172.58	\$ 5,255.09	\$ 5,462.39
101920043 - SPRING BRANCH MIDDLE	\$ 5,330.31	\$ 4,600.90	\$ 5,014.66	\$ 4,963.52	\$ 5,045.44	\$ 5,222.80	\$ 5,452.68	\$ 5,321.79	\$ 5,569.07	\$ 5,431.02	\$ 5,709.38
101920044 - SPRING WOODS MIDDLE	\$ 6,337.24	\$ 5,758.85	\$ 5,458.48	\$ 5,295.10	\$ 6,056.34	\$ 5,401.74	\$ 5,688.42	\$ 6,458.84	\$ 6,559.59	\$ 6,748.32	\$ 7,012.84
101920045 - SPRING FOREST MIDDLE	\$ 6,125.01	\$ 5,508.49	\$ 5,398.67	\$ 5,919.96	\$ 5,807.17	\$ 5,968.53	\$ 6,157.76	\$ 5,768.82	\$ 6,086.98	\$ 6,129.99	\$ 6,504.75
101920046 - SPRING OAKS MIDDLE	\$ 6,829.24	\$ 5,789.21	\$ 5,919.54	\$ 5,719.77	\$ 6,281.41	\$ 6,318.65	\$ 6,609.80	\$ 6,848.89	\$ 6,952.38	\$ 7,486.86	\$ 8,094.74
101920047 - NORTHBROOK MIDDLE	\$ 7,228.27	\$ 6,185.27	\$ 6,287.26	\$ 6,836.48	\$ 6,886.36	\$ 8,206.83	\$ 7,384.76	\$ 7,507.45	\$ 7,356.67	\$ 8,310.07	\$ 8,868.37
101920048 - CORNERSTONE ACADEMY	\$ 5,326.01	\$ 5,149.38	\$ 5,104.23	\$ 5,435.31	\$ 5,749.28	\$ 5,636.44	\$ 5,640.49	\$ 5,819.27	\$ 6,349.14	\$ 6,408.09	\$ 6,901.63
101920101 - BENDWOOD SCHOOL	\$ 24,977.10	\$ 38,481.80	\$ 34,140.38	\$ 39,003.69	\$ 36,035.77	\$ 31,005.47	\$ 38,188.41	\$ 36,236.35	\$ 35,503.68	\$ 38,842.39	\$ 57,491.85
101920102 - BUNKER HILL EL	\$ 5,415.55	\$ 4,323.94	\$ 4,323.94	\$ 4,468.95	\$ 4,774.21	\$ 4,799.22	\$ 5,121.13	\$ 5,233.51	\$ 5,414.06	\$ 5,779.69	\$ 5,484.27
101920103 - EDGEWOOD EL	\$ 5,328.98	\$ 4,583.34	\$ 5,378.57	\$ 5,806.63	\$ 5,951.96	\$ 6,416.70	\$ 6,160.05	\$ 6,076.58	\$ 5,773.12	\$ 6,193.81	\$ 6,912.96
101920104 - FROSTWOOD EL	\$ 4,749.16	\$ 4,224.94	\$ 4,467.58	\$ 4,717.86	\$ 4,831.07	\$ 5,052.61	\$ 5,098.20	\$ 5,138.47	\$ 5,278.88	\$ 5,252.28	\$ 5,948.20
101920105 - HOLLIBROOK EL	\$ 5,326.46	\$ 4,614.28	\$ 5,179.66	\$ 5,026.71	\$ 5,018.74	\$ 5,352.23	\$ 5,628.81	\$ 5,539.92	\$ 5,460.29	\$ 5,560.95	\$ 6,427.81
101920106 - HOUSMAN EL	\$ 6,220.93	\$ 5,421.89	\$ 5,279.68	\$ 5,917.82	\$ 6,233.76	\$ 6,454.20	\$ 6,127.60	\$ 6,508.23	\$ 6,346.11	\$ 7,054.17	\$ 8,814.75
101920107 - HUNTERS CREEK EL	\$ 5,271.82	\$ 4,513.90	\$ 4,703.69	\$ 4,766.66	\$ 4,654.06	\$ 4,835.48	\$ 5,005.50	\$ 4,991.59	\$ 5,319.03	\$ 5,708.55	\$ 6,238.67
101920108 - MEADOW WOOD EL	\$ 6,438.52	\$ 5,959.98	\$ 5,670.29	\$ 5,786.39	\$ 5,878.04	\$ 6,029.93	\$ 6,228.65	\$ 5,975.32	\$ 6,484.88	\$ 6,461.56	\$ 6,405.36
101920109 - MEMORIAL DRIVE EL	\$ 5,814.89	\$ 5,296.94	\$ 5,731.98	\$ 5,565.76	\$ 5,787.36	\$ 6,343.13	\$ 5,973.32	\$ 5,843.30	\$ 6,055.08	\$ 6,428.81	\$ 6,662.64
101920110 - PINE SHADOWS EL	\$ 4,958.22	\$ 4,894.84	\$ 5,327.62	\$ 5,407.00	\$ 5,150.41	\$ 5,704.29	\$ 6,008.44	\$ 5,676.32	\$ 5,837.44	\$ 6,171.16	\$ 6,334.63
101920111 - RIDGECREST EL	\$ 5,099.80	\$ 4,768.72	\$ 4,944.84	\$ 4,887.75	\$ 5,350.81	\$ 5,568.51	\$ 5,644.81	\$ 5,885.39	\$ 5,888.62	\$ 6,106.46	\$ 6,853.24
101920112 - RUMMEL CREEK EL	\$ 5,222.31	\$ 4,892.04	\$ 5,155.41	\$ 5,378.66	\$ 5,532.26	\$ 5,564.50	\$ 5,474.76	\$ 5,362.85	\$ 5,484.07	\$ 6,071.39	\$ 5,847.54
101920113 - SHADOW OAKS EL	\$ 5,403.71	\$ 5,265.50	\$ 5,539.05	\$ 5,311.74	\$ 5,592.00	\$ 5,792.25	\$ 5,594.62	\$ 6,017.96	\$ 6,163.65	\$ 6,666.33	\$ 7,541.82
101920114 - SPRING BRANCH EL	\$ 5,869.86	\$ 4,923.51	\$ 5,179.25	\$ 5,332.77	\$ 5,513.45	\$ 5,844.53	\$ 5,829.41	\$ 6,184.99	\$ 6,051.40	\$ 6,394.26	\$ 8,270.06
101920115 - VALLEY OAKS EL	\$ 5,188.79	\$ 4,955.41	\$ 5,329.11	\$ 6,023.23	\$ 6,214.55	\$ 6,178.98	\$ 5,551.05	\$ 5,276.20	\$ 5,421.68	\$ 5,794.85	\$ 6,394.14
101920116 - WESTWOOD EL	\$ 5,460.35	\$ 5,763.93	\$ 5,322.87	\$ 5,235.88	\$ 5,543.51	\$ 5,822.45	\$ 6,093.42	\$ 6,349.09	\$ 6,998.99	\$ 7,250.73	\$ 7,597.88
101920117 - WOODVIEW EL	\$ 5,983.36	\$ 5,228.05	\$ 5,175.88	\$ 5,249.32	\$ 5,377.52	\$ 5,706.30	\$ 5,782.71	\$ 5,919.53	\$ 6,889.21	\$ 6,956.33	\$ 7,953.90
101920118 - WILCHESTER EL	\$ 4,997.25	\$ 4,608.66	\$ 4,872.05	\$ 4,923.51	\$ 5,239.42	\$ 5,235.93	\$ 5,245.96	\$ 5,172.10	\$ 5,074.47	\$ 5,352.33	\$ 5,577.96
101920119 - SHERWOOD EL	\$ 5,687.55	\$ 6,002.22	\$ 5,777.37	\$ 5,753.84	\$ 6,151.88	\$ 6,175.27	\$ 5,965.34	\$ 6,567.46	\$ 6,870.99	\$ 7,856.42	\$ 7,499.74
101920120 - SPRING SHADOWS EL	\$ 5,461.98	\$ 5,328.22	\$ 4,843.09	\$ 4,688.15	\$ 5,510.28	\$ 5,337.91	\$ 5,542.10	\$ 6,223.64	\$ 6,045.48	\$ 7,027.48	\$ 7,027.48
101920121 - NOTTINGHAM EL	\$ 5,280.07	\$ 4,928.79	\$ 4,428.56	\$ 5,711.68	\$ 6,341.98	\$ 5,842.71	\$ 5,663.10	\$ 5,889.63	\$ 6,176.34	\$ 5,710.53	\$ 6,420.66
101920122 - TERRACE EL	\$ 6,145.47	\$ 5,835.26	\$ 5,905.45	\$ 6,380.95	\$ 6,329.78	\$ 6,592.92	\$ 7,161.46	\$ 7,043.58	\$ 7,399.10	\$ 8,581.26	\$ 8,329.92
101920123 - THORNWOOD EL	\$ 6,222.88	\$ 5,138.93	\$ 5,317.16	\$ 5,357.61	\$ 6,470.80	\$ 6,079.62	\$ 6,075.47	\$ 6,196.06	\$ 6,598.81	\$ 7,325.26	\$ 7,637.44
101920124 - CEDAR BROOK EL	\$ 4,333.30	\$ 5,453.05	\$ 5,027.32	\$ 5,071.11	\$ 5,367.57	\$ 5,343.72	\$ 5,597.75	\$ 6,009.31	\$ 6,381.67	\$ 6,882.83	\$ 7,441.96
101920125 - TREASURE FOREST EL	\$ 5,290.56	\$ 4,762.24	\$ 4,660.90	\$ 4,837.72	\$ 5,252.64	\$ 6,004.82	\$ 5,796.50	\$ 5,998.78	\$ 6,568.12	\$ 7,410.36	\$ 7,982.76
101920126 - BUFFALO CREEK EL	\$ 5,907.90	\$ 5,304.79	\$ 5,711.69	\$ 5,412.78	\$ 5,832.35	\$ 6,022.01	\$ 6,515.00	\$ 6,436.82	\$ 7,097.39	\$ 7,494.12	\$ 8,314.78
101920128 - THE WILDCAT WAY SCHOOL	\$ 3,143.24	\$ 4,415.08	\$ 5,015.83	\$ 5,276.55	\$ 5,793.11	\$ 6,086.26	\$ 7,075.46	\$ 6,585.75	\$ 6,966.36	\$ 7,853.56	\$ 8,574.20
101920129 - THE PANDA PATH SCHOOL	\$ 1,514.03	\$ 6,292.55	\$ 6,581.44	\$ 6,141.13	\$ 7,650.26	\$ 7,602.14	\$ 11,059.82	\$ 6,427.69	\$ 6,493.61	\$ 7,084.66	\$ 9,775.55
101920130 - THE LION LANE SCHOOL	\$ 508.28	\$ 3,413.43	\$ 4,119.45	\$ 4,493.16	\$ 4,780.42	\$ 5,554.22	\$ 5,854.35	\$ 5,100.54	\$ 4,983.46	\$ 5,844.36	\$ 7,662.56
101920131 - THE BEAR BLVD SCHOOL	\$ 694.71	\$ 3,974.74	\$ 4,405.92	\$ 4,193.20	\$ 4,878.57	\$ 4,810.06	\$ 4,853.43	\$ 5,031.10	\$ 5,025.11	\$ 5,025.11	\$ 7,301.43
101920132 - THE TIGER TRAIL SCHOOL	\$ 438.25	\$ 4,706.33	\$ 5,110.42	\$ 4,351.85	\$ 5,010.61	\$ 5,550.30	\$ 5,486.96	\$ 4,986.27	\$ 4,850.53	\$ 4,997.11	\$ 6,737.51

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28-Dec-2021

M. Schneider, CSR-RPP

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